DOCUMENT RESUME

ED 216 175 CE 032 442

AUTHOR Burrow, Elaine
TITLE Office Duplication Practices. Teacher's Handbook. First Edition.
INSTITUTION East Texas State Univ., Commerce. Occupational Curriculum Lab.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE 80
NOTE 116p.; For related documents see CE 032 440-441.
AVAILABLE FROM East Texas State University, Occupational Curriculum Laboratory, Commerce, TX 75428.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Advisory Committees; Business Skills; Community Resources; Educational Cooperation; Educational History; *Equipment Utilization; Guidelines; *Job Skills; *Office Machines; *Office Occupations Education; Parent Participation; Program Development; Publicity; Public Relations; Records (Forms); Safety; Secondary Education; Standards; State Programs; State Standards; Student Organizations; Student Recruitment; Vocational Education
IDENTIFIERS *Duplicating Equipment; Special Needs Students; Texas

ABSTRACT

Developed to serve as a reference for the office duplication practices instructor, this teacher's handbook consists of ideas to aid the instructor in developing and implementing office duplication practices and teacher certification courses. Covered next are various aspects of public relations, including working with school personnel, working with parents, utilizing media, locating and utilizing community resources, and recruiting students. Procedures for establishing and operating advisory committees are outlined. Set forth next are guidelines for eliminating sex stereotyping. Suggestions are provided for working with special needs students. Following a discussion of classroom organization, classroom safety procedures are explained. Youth leadership organizations are also examined. Appended to the handbook are Texas state standards for office duplication practices programs as well as a variety of records, sample correspondence, and sample publicity releases. (Two related volumes of transparency masters for use with Spanish-speaking students are available separately--see note.) (MN)

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OFFICE DUPLICATION PRACTICES

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TEACHER'S HANDBOOK

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ODP TEACHER'S HANDBOOK

Prepared by Elaine Burrow

Published by
Occupational Curriculum Laboratory
East Texas State University
Commerce, Texas

in cooperation with
Vocational Office Education Division
Texas Education Agency
Austin, Texas

FIRST EDITION
1980

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FOREWORD

This handbook was developed to serve as a reference or constant resource for the instructor in an Office Duplication Practices program.

Although this handbook may not provide a solution to every situation encountered by the instructor, it does present many ideas that will assist the instructor in developing the techniques and understanding required in dealing effectively with the sometimes complex problems involved in teaching Office Duplication Practices.

All instructors will find that their jobs are, in many instances, unique and will require special approaches which vary from other programs. The suggestions in this handbook should be adapted to meet the practical everyday situations instructors face with their own students.

The fundamentals stressed here, when used with insight and good judgment, will give positive results and help instructors in organizing their work. This handbook provides answers to many questions that usually face the new ODP instructor.

ACKNOWLEDGMENTS

Appreciations is expressed to those whose expertise made possible the development of the Office Duplication Practices Teacher's Handbook. Many teachers across the state have contributed their time in providing information for the initial development of this publication that will be made available to all teachers in the ODP programs across the state.

A special thanks is extended to Barbara Sneed, ODP instructor, Rockwall High School for her contributions in the development of this handbook.

Also, special recognition is due Pam Hill, OCL Curriculum Specialist, who wrote the chapter on working with the special needs student.

The project staff is also indebted to the Special Education Department at East Texas State University for reviewing and making recommendations on the special needs chapter.

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Chapter I

INTRODUCTION

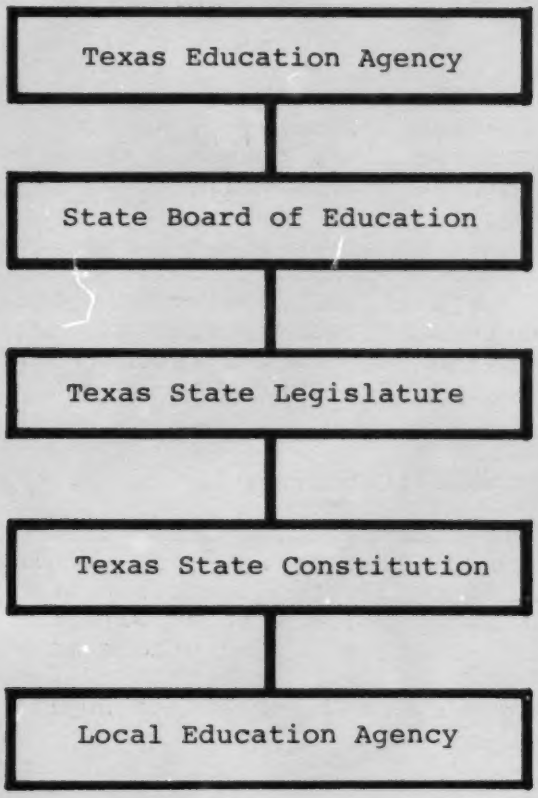
Office Duplication Practices programs are operated by local schools in cooperation with the Texas Education Agency (TEA) and the State Board of Vocational Education. Teachers are employed by the local school districts; however, salaries for teachers are allocated to participating schools from the Minimum Foundation Program Fund.

Texas Education Agency staff members provide information to school officials concerning policies, program operations, and evaluations. This chapter is designed to explain briefly the operations of the Texas Education Agency and the Office Duplication Practices program and policies.

ROLE OF THE TEXAS EDUCATION AGENCY

RESPONSIBILITIES

Public school education is a responsibility established by law and shared by state and local governments, as illustrated in the chart below.



Administrative functions which have been assigned by the Legislature to the State Board by the Texas Education Agency relating to the Local Education Agency include:

- Determining the extent and quality of basic educational services
- Assisting local administrative units in carrying out their responsibilities
- Distributing state school funds to school districts
- Coordinating the selection, purchase, and distribution of textbooks
- Developing and applying the standards for the certification of textbooks
- Developing and applying standards for the certification of teachers and other professional personnel
- Accrediting schools

Functions

Established under the Gilmer-Aiken School Laws of 1949, the Texas Education Agency administers the state's responsibility for public school education, vocational-technical education, and adult education programs.

Texas Education Agency activities may be grouped under three major headings: leadership, service, and regulation. Traditionally, emphasis has been on the first two, but recent events have increased the Agency's regulatory responsibilities.

Staff members of the Texas Education Agency, cooperating with school officials, provide consultation regarding interpretation of policies approving initial and continuing programs. The Agency also provides consultative services concerning organization of methods and program effectiveness and makes recommendations for revision and improvement as needed. (See charts in Appendix A)

Office Duplication Practices Staff

The Program Director performs responsible professional consultive service and administrative work in coordinating and directing program activities in Office Duplication Practices. The following major responsibilities involve working with the Texas Education Agency staff, school officials, and others to:

- Identify areas of need for Office Duplication Practices programs

- Stimulate an interest in Office Duplication Practices programs among educators, administrators, and others
- Assist in determining department needs and provide services in the following areas:

  -Assistance in the establishment of priorities for the allocation of state and federal funds

  -Policies as may be necessary to improve or enhance the quality of Office Duplication Practices services provided students

  -Interpretative statements to give further clarity to established policies

  -Curriculum materials as may be necessary to improve the quality of local district programming

  -Inservice training of Office Duplication Practices personnel

- Assist in the development of statements to implement department policies
- Perform regulatory functions in the following areas:

  -Review and evaluate applications and requests and make recommendation and utilization of state and federal resources for Office Duplication Practices programs

  -Conduct official program reviews of local district Office Duplication Practices prog

- Participate in the collection, analysis, and dissemination of data as may be generated in seeking satisfactory solutions to appropriate educational services for Office Duplication Practices teachers and students
- Review and evaluate proposals, planning documents, and other reports as may be submitted from local districts, education service centers, colleges and universities, and other agencies and/or organizations
- Serve on various task force assignments
- Keep abreast of new developments in various areas of Office Duplication Practices
- Perform related activities as may be assigned
- Review Statements of Qualifications and recommend approval of teachers of Office Duplication Practices

PROGRAM STANDARDS

The Program Standards are included in Appendix A, and explain the purpose and objectives of the program, and the minimum requirements for certification and student selection.

THE HISTORY OF OFFICE DUPLICATION PRACTICES

Office Duplication Practices in Texas had its beginning with the passage of the 1968 Amendment to the Vocational Education Act of 1963 which provided that 15% of all vocational funds was to be used for the development of programs for the disadvantaged students.

Approximately eight Office Duplication Practices programs were implemented in Texas in 1969, with approximately 150 programs now in existence in Texas. The ODP programs were first placed under the supervision of T. R. Jones, Director of Coordinated-Vocational Academic Education with the first workshop being held in August, 1969, in Fort Worth, Texas.

In 1971, ODP programs came under the supervision of Everett W. Fuller, Director of Vocational Office Education programs. The first joint workshop was held in San Antonio, Texas in July, 1971, for all ODP and VOE instructors.

At the 1975 In-service Workshop in Houston, Texas, the ODP instructors assisted in revising the suggested course outline for use in ODP programs. With the outline as a basis for development, the first two volumes of the ODP Core Curriculum were developed and made available to the ODP instructors at the 1978 In-Service Workshop held in Dallas, and the third volume was available in 1979.

TEACHER EDUCATION INSTITUTIONS

The following is a current list of approved institutions where the required certification courses are offered:

East Texas State University
University of Houston
North Texas State University
Southwest Texas State University
Texas Tech University
University of Texas at El Paso

The following certification courses are offered at the institutions listed:

Management of Vocational Office Education Programs

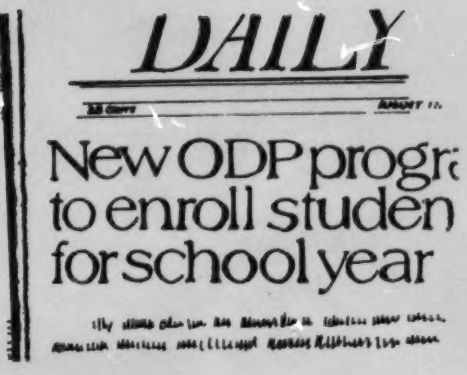
Instructional Strategies in Vocational Office Education Programs

History and Principles of Vocational Education or Aims and Objectives of Vocational Education

Occupational Analysis

Teaching Procedures and Machines in Office Services

Chapter II
PUBLIC RELATIONS


DAILY

New ODP progr
to enroll studen
for school year

Effectively publicizing your program is one of your many responsibilities. Whether your program is an ongoing one or if it is new, students, parents, faculty, administration, and the general public should be informed about its purposes and operations.

WORKING WITH SCHOOL PERSONNEL

It is important for you to maintain good public relations with school personnel. For the program to succeed, a favorable attitude among administrators, counselors, and faculty needs to be established by keeping everyone informed about the activities of the program.

WORKING WITH ADMINISTRATORS

Keep in mind that you should build a strong foundation for good public relations with the school administration. Your students can also be an effective tool in promoting the program to the administration, school district, and community. This foundation, combined with your enthusiasm and good job performance, impresses not only the superintendent but also the principal and school board. By maintaining open channels of communication, you can keep the administration informed of the Office Duplication Practices program.

WORKING WITH GUIDANCE PERSONNEL

Maintain a cooperative spirit with the guidance personnel in your school. Counselors can get negative feelings if they believe the vocational teacher is taking over the responsibilities which rightfully belong to them. Make an effort to work closely with guidance personnel to gain their support and confidence.

The following suggestions may help a teacher maintain a good working relationship with counselors:

Get to know the counselor.

Provide the counselor with information about your program.

- Assist in career day/week for the school.
- Provide career information.
- Develop a cumulative record and place in each student's folder (interests, aptitudes, etc.) and forward to the counselor.
- Inform counselors of student needs.
- Ask for suggestions and criticism to improve the overall program.
- Have vocational counselor to speak to students on the benefits of the program.

Working With Faculty

Another vital aspect of the public relations program is enlisting the support of faculty members. Gaining their support requires a continuous, patient, and sincere effort.

Suggested Activities For Maintaining Goodwill Among Faculty

Be friendly and sincere with all faculty.

Recognize accomplishments of other teachers.

Volunteer for a fair share of extracurricular activities.

Be tactful and diplomatic.

Engage in professional school activities.

Publicize only the accomplishments of the program, not what is being planned.

Occasionally ask favors of other teachers, particularly in regard to recommending desirable students for your program.

Thank teachers for favors, letting them know they made contributions.

Encourage academic faculty to have students incorporate occupational information in reports, papers, etc., to assist the students in seeing and experiencing relationships (e.g., math and English).

Be business-like and thorough in conducting the program.

Consult with other teachers concerning problems.

Be prompt in making school reports, which should be neat, orderly, and correct.

Admit when you are wrong without hedging or offering excuses.

Avoid arguing a point even when knowing who is correct.

Never make degrading remarks about general education philosophy, objectives, or methods.

Remain outside arguments or controversial questions.

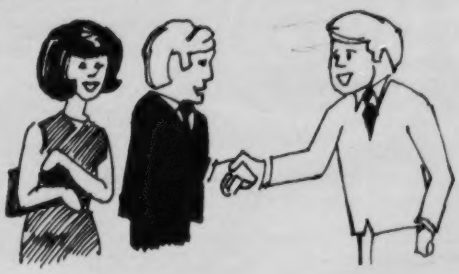
Try to be objective to both sides of any question rather than opinionated or dogmatic.

Avoid petty gossip or joining in cliques within the faculty.

Assist faculty members in duplicating their materials by setting aside a special hour for "teacher-assistance student-performance."

WORKING WITH PARENTS

Maintaining good public relations is important if parents are to become familiar with Office Duplication Practices. You can encourage parent support by having group conferences; by distributing pamphlets describing the program; or by presenting information about various office careers through a local parent-teacher organization meeting. Parents should also be used as resource persons when possible.



Group Conferences

Parents are generally curious about what and how their children are being taught. One of the best ways to answer questions of parents about your program is to invite them to a group conference. These conferences allow the parents and teacher to get to know each other better and for parents to be made aware of the aims and objectives of the course. These are neither the time nor the place to discuss individual children, their attributes, or problems. The group conference can be a one-time get-acquainted meeting, or it can be a regularly scheduled student-centered discussion group.

Individual Conferences

In certain instances, individual conferences with parents are helpful. These conferences usually begin where other contact methods end. The parent brings to the conference an understanding of what the student is like at home, and the teacher brings an insight into the student at school. With those two perspectives in focus, everybody gains--especially the student.

Individual conferences require even more preparation than group conferences, but if they are well planned and tactfully conducted, your work will become easier and more effective. Conferences help both teacher and parents to understand many problems. They usually result in cooperative planning for the student, and they win understanding and respect from the parent for yourself and the school.

Planning For Parent Conference

Suggestions for a productive individual teacher-parent conference include the following recommendations:

- Make careful preparation by determining goals
- Insure privacy
- Have an informal setting
- Set a time limit
- Encourage the parent to talk
- Listen attentively
- Overlook parent's critical remarks
- Begin on a positive note

- Develop an attitude of mutual cooperation
- Let suggestions come from the parent
- Build on parent's suggestions
- Summarize points covered
- Make plans together
- End on a note of continuing cooperation
- Make notes after parent leaves

Parents' Classroom Visitation

Make an effort to encourage parents to visit the school. One visit to your classroom can make a stronger impression, create more understanding, and develop stronger personal relationships than many letters or news reports. When parents arrive, introduce them to pupils and colleagues. Assure them they are welcome by expressing appreciation for their presence. When parents contribute a service, report the fact to the press and newscasters, and send letters of appreciation. Such personal recognition provides satisfying rewards, which may encourage further participation. (See samples in Appendix B.)

General Activities To Involve Parents

The following list provides suggestions for improving public relations with parents:

Invite parents to Open House and other special events by sending a letter well in advance of the event.

Enlist parents' cooperation in specific class projects.

Send a special invitation to parents of students participating in programs

Host a parent-student reception or banquet

Supplement regular grade-reporting with individual achievement reports

When a student's name is in the school paper, send a copy to the parents

Invite parents to speak to the class if they have an appropriate presentation

Send special invitations for parents to accompany your class on field trips or visit on days when there will be a scheduled guest speaker

Involve parents in "study groups" formed to discuss problems or needs relevant to Office Duplication Practices and their children's education

Select parents for ad hoc committees to study specific projects or problems

Become active in the local parent-teacher organization

During a special event, such as National Vocational Education Week, present a program on Office Duplication Practices to the parent-teacher organization

UTILIZING MEDIA

There are several methods of communication you may utilize. The newspaper represents the greatest medium for reaching everyone in the community. However, other media include letters, radio, and television.

THE WRITTEN WORD

Although everyone does not have the ability to write clever sentences or devise catchy phrases, the ability to create effective material can be cultivated. With just a little practice in using simple formulas, any teacher can learn to communicate effectively with the public. It takes skill in learning to recognize what is noteworthy and worth publicizing.

WORKING WITH NEWSPAPERS

News is anything that affects the lives of a number of people or will attract their interest. It tells readers something they did not know before, and it describes action. Sensitize yourself in staying alert for story ideas which will interest a wide variety of readers.

BUILDING A NEWS STORY

The news story presents facts to the reader in a concise and simple manner. To write a good news story, use the "inverted pyramid" style of writing. This three-part pyramid begins with the most important part--the lead--at the top. Following in order of importance are the middle, or elaboration, and the bottom or the catch-all.

The lead usually answers all or part of six questions: The who, what, where, when, why, and how. The middle elaborates or explains the lead. The bottom gives additional information not essential to the story, but which provides interesting facts. Sometimes if a story is too long for the space available, the editor will leave out the last paragraph or so. Thus, it is essential to write information with this in mind so that important facts appear in the first part. If parts are deleted, the item still "makes sense."

In writing news stories, remember two things:

1. Names make news, so give complete names, and always be sure to spell them correctly.

2. It is better to include too much than not enough. Let the editor delete.

DEVELOPING A FEATURE STORY

A feature story or a featurette (short feature) is an account of something of unusual interest. This is often useful in giving added emphasis or calling attention to an Office Duplication Practices program or project.

Not everyone can write a feature story successfully, but almost anyone can recognize the makings of a feature. Write a feature if you feel capable. If not, give the editor your idea.

The feature story usually follows the upright pyramid pattern, which also has three parts. The lead is a short sentence or paragraph to catch the reader's attention and serves as a guide to the body of the story. The middle is the body of the story, which answers questions in the reader's mind and holds his/her interest. The bottom contains the conclusion to drive home the main point of the story.

DEVELOPING A FEATURE STORY

The following offer feature possibilities:

Personality sketch. This usually is concerned about achievement. It can describe the subject's personality and show how the individual achieved success. The sketch can also give ideas that might help a reader solve problems. It centers on one person whom the teacher or student would interview.

Personal experience story. Uniqueness will attract the reader to this type of story. It may involve a student's or teacher's experience and may be told in first or third person. The article could be about an unusual or interesting field trip or a different activity done in class.

Actually, some articles are part news story and part feature story. Usually, it is easier to write news stories that simply tell what is about to happen or has happened. All newspaper stories on your programs should be accurate, simply written, factual, and neat.

Preparing Copy

Some points to keep in mind when preparing articles include the following:

- Identify the topic or title at the top left-hand corner of the page
- Leave space for the editor to write a headline
- Put the contact person's name and telephone number on the first page

Pat Brown, Teacher
Office Duplication Practices

October 20, 19--
FOR IMMEDIATE RELEASE

Anywhere Middle School
Any town, Texas, 77777
444-3322

Story: Business Tour Taken by Office Duplication Practices Students

Always give exact date in a news release: "June 10" rather than "next Thursday" or "tomorrow." Specify "October," not "next month." Double-check date and day of week on calendar.

Be sure to double- or triple-space all copy submitted.

List the address as well as the name of the meeting place.

Use easy-to-understand words.

Use figures for numbers above nine, hours of the day, days of the month (omitting d, th, st), dimensions, and ages.

Spell out numbers at beginning of sentence or change construction of sentence to avoid using a number as the first word in a sentence.

Give first names and middle initials of persons the first time they appear in article.

Do not fold copy.

Write "more" at bottom of each page except the last one. Place the number "30" at end of each article

> the students, after touring the
>
> printing firm
>
> -more-

> After answering questions, Brown thanked the ODP
>
> students on behalf of Any Business, Inc.
>
> -30-

Sample forms of articles are found in Appendix B.

Preparing Pictures

Clear black-and-white glossy prints are required by most publications. These may be any size, but 5" x 7" or 8" x 10" are normally preferred. It is almost impossible to successfully reproduce a color print in a newspaper.

Be sure to identify every picture submitted. It is best to write information on a separate sheet of paper and tape this carefully to the back edge of the picture. If writing on the back of the picture, pencil very lightly because heavy marks will ruin the image. If you must send a photo through the mail, include a heavy piece of cardboard to prevent bending. Identify every person shown, being careful to indicate the order in which the names are written, usually going from left to right, front row first, etc. Include the activity and the name of the organization involved, and the name and address of the person submitting the picture. Never staple, glue, or tape a picture to a sheet of paper. Note at the top of any accompanying story that a picture is included.

Most newspapers will return photos if you call for them in person.

News Release Clearance

Clear all news releases through proper channels. Each school or district will have different rules on who must approve a story before it is released. Sometimes, only the teacher will be responsible. Other districts may require clearance from the school administration. In any case, be certain of the rules and procedures and carefully observe these.

UTILIZING LETTERS

Public relations sometimes also needs a more personal touch than a news story. This can be provided by the thoughtful use of letters sent to students, business people, and others vital to the success of the program. Each letter should be individually typed when possible. Mimeographed letters or letters with mimeographed bodies with the recipients' name typed in are not much help in public relations.

When To Use Letters

Many types of letters can help build good public relations. More specifically, every letter has some kind of impact on public relations. Initally, determine the purpose of the letter, how the recipient might respond to it, and who should write the letter. A formal or informal tone must be decided. Sample forms of letters are found in Appendix B. The following are suggested ways to use letters.

"Thank you" letters to guest speakers

"Thank you" letters to newspapers or radio and television stations who have given you publicity

Appreciation letters to those who have sponsored field trips

Information letters, explaining purposes of the Office Duplication Practices program to parents, business people, and community

Letters of congratulations written to commend those who have been recognized for achievement

Recruitment letters to community organizations requesting their help

THE SPOKEN WORD

To establish effective communication of your program activities, plan a system to convey information and ideas to individuals and groups. This can be achieved through the cooperation of radio and television stations and community organizations.

Radio And Television

The broadcast industry gives millions of dollars every year for public service. Radio and television stations are limited to the hours they are licensed by the Federal Communications Commission to be on the air.

Make a sincere attempt to study local programming before making first station contacts. Do not forget educational television channels that may operate in the area.

Types of shows. A few possibilities that may be available to you are group or panel discussions and interview shows. An educational channel may offer an opportunity for a show to explain the scope of your occupational training. This would aid you immeasurably in sustaining community support while attracting students to the program.

Promptness. Meeting deadlines and being on time for live or taped shows are important. Arrive well in advance of time set by the station. Choose as participants those who have pleasant voices and are not nervous.

Writing releases. The basic rules for newspaper copy apply to radio and television. Be accurate, concise, factual, and neat. Submit on 8½" x 11" plain paper, typed double-spaced. "If you Want Air Time," published by the Public Relations Service, National Association of Broadcasters, Washington, D.C., is a guide to television and radio publicity.

LOCATING AND UTILIZING COMMUNITY RESOURCES

Utilizing available community resources, which include people, businesses, and interesting places, is an excellent way to expand classroom instruction.

While some persons may be listed in a Directory of Community Resources, there are others who do not wish to be listed, but who may be available on a limited basis.

For the teacher who has difficulty identifying possible resources, the following suggestions are listed:

Directories And Membership Rosters

An excellent reference of local community resources is the yellow pages of the telephone directory. The local Chamber of Commerce is also valuable. In addition, most government, civic, and professional organizations are willing to help the school if time permits. Many clubs have speakers' bureaus which may be available to the Office Duplication Practices teacher. Historical clubs and societies are also usually willing to help. School administrators and school board members should also be considered as a resource.

Parents

Surveying parents is an excellent tool in finding many resource speakers and field trip sites. This can be done either by the teacher or by an entire school. This not only aids you in securing resource persons with varied backgrounds, but it also provides an opportunity to involve the community in the classroom. (See Appendix B)

Teachers

Other teachers in the same building often are overlooked. Retired teachers in the community also are often willing to serve as resource persons. These sources represent a wide variety of occupations, and possibly they will be willing to share some of their work experiences with your students.

Students

In most classes, there are students who have interesting hobbies or unusual talents. Also, other students in the school or in local colleges or universities probably will be willing to share their work experiences with your class.

Utilizing Speakers

After resource persons have been located, analyze how they can be utilized. One way is to match the resource person with the curriculum. Next, prepare the resource people for their participation by letting them know what is expected and what your classroom setting is like. This will put them at ease and help them to do a better job. It helps to prepare a checklist to supply resource persons with information needed to increase their effectiveness. Try to convey this information in person. Keep an active file showing how you effectively utilize community resources.

RECRUITING STUDENTS

How do you inform the school student population of the Office Duplication Practices program? There are several effective strategies to be used. Innovative programs, such as ODP, require an approach that is different from that used in connection with ongoing programs. Remember, reallocation and/or continuation of the program is based on a minimum enrollment.

Promoting New Office Duplication Practices Programs

Develop a plan to inform students about your program including the following information: advantages of the program, how to enroll in the program, where to go for information about the program.

The following are suggestions to aid you in getting information to the students:

Newspaper articles explaining Office Duplication Practices

Radio and/or television interviews or spot announcements about the program

Open house for students and teachers during the year

An assembly program for all students

Visits to classrooms to tell students about ODP

Letters to students (survey might have been taken the previous year to determine student interest)

Information speech to civic and/or youth organizations to get the program recognized by community

If you have a successful program, students will tell others.

Promoting Ongoing Office Duplication Practices Programs

In an ongoing program, recruiting students becomes easier each year since you have an opportunity to inform students about what was done last year. Several effective means of communication during the year include the following:

Assembly programs (teacher, student, former students, films, slides, skits)

Homeroom talks (teacher, students)

Career Day involving total school

Students already enrolled in program (talking to other students and friends)

Faculty (informing counselors and other teachers of the program)

Posters, signs, and brochures

Bulletin board displays

School newspapers

A majority of schools use pre-enrollment procedure. To maintain good working relationships, the teacher should plan activities prior to pre-enrollment in the spring. Go through proper channels to get the activity approved by the school.

Scheduling Public Relations Efforts

Plan the timing of publicity and public relations efforts. Information should go out when it will be most helpful. The media may not use material if it is not timely. When a new program is initiated, information should be sent out as early as possible. Students and business people need to know about the objectives, advantages, and working details of your program in time to decide how they will respond to what is being offered.

A good way to begin planning is to draw up a media communication schedule. This schedule gives a good idea of how many different avenues are open to reach the public. It also makes it possible to avoid trying to do too much. So many possibilities exist that you have to plan the most effective use of them. A special effort should be made at the beginning of the year to get to know individuals in the various media. By matching your schedule with the media, both needs may be served.

Chapter III

ADVISORY COMMITTEES

A vocational advisory committee comprises employers and employees from outside the field of education who advise educators on establishing and maintaining vocational education programs. However, they do not determine program policies. This committee functions as a liaison between the community and school by helping maintain and improve the Office Duplication Practices program in accordance with school policy and procedures.

NEED FOR AN ADVISORY COMMITTEE

In an age of specialization, school personnel cannot be expected to be experts in every area of the complex world of work. Members of the community, representatives of employers and employees, and spokespersons from many fields can provide a realistic picture of occupational opportunities. The Office Duplication Practices program should use the experience and expertise of many resource persons. A good program can become even better with the input of local representatives.

Local advisory committees can aid your program in a number of areas by:

- Insuring program relevance by consulting in matters of curriculum development
- Assisting in equipment and supply selection and acquisition
- Supplying occupational and technical information as needed
- Encouraging community support through public relations activities
- Lending validity to program proposals and expansions
- Assessing and evaluating program activities
- Assisting in the review of courses of study
- Facilitating teacher confidence in efforts toward program improvement
- Providing meaningful community experiences for students
- Reviewing program budget and making recommendations to school administration
- Increasing community and business support by providing a channel for communication
- Helping identify community resources who can assist with instruction, facilities, and planning
- Supporting program efficiency and continuity

Advisory committees can often be attractive to community groups because committee participation provides opportunities for individuals to present their views to public officials. Thus, cooperation between school and community benefits the students as well as those involved in advisory functions.

SELECTION OF COMMITTEE MEMBERS

Local advisory committees should represent a broad spectrum of talented and interested individuals. When selecting members, the school should focus on the purposes of the committee and the types of assistance needed in planning and evaluating your program. Committees should consist of five to nine persons who may serve one year, subject to reappointment for a second year. If your program is new, perhaps an ad hoc or temporary committee would be appropriate.

The committee may include members from the following areas or groups depending on specific program needs.

Business and Industry
Labor Unions
Trade Associations
Chamber of Commerce
Parent-Teacher Associations
Service Clubs
Local Media
Community Leaders
Potential Employers
Employees
Texas Employment Commission
CETA and other Federal Programs
Professionals
Small Business Owners
Military Service
Universities and Community Colleges

The composition of the local advisory committee should be balanced to reflect as many areas and as many sectors of the community as possible, including the following:

1. Various levels of business and industry
2. All geographic areas served by the program
3. Both men and women
4. All ethnic groups in the community

In general, selection of committee members should be based on personal and occupational qualifications. Since the advisory committee cannot possibly include persons from every relevant area, consultants possessing special skills or knowledge may be recruited as program needs arise.

Potential Member Characteristics

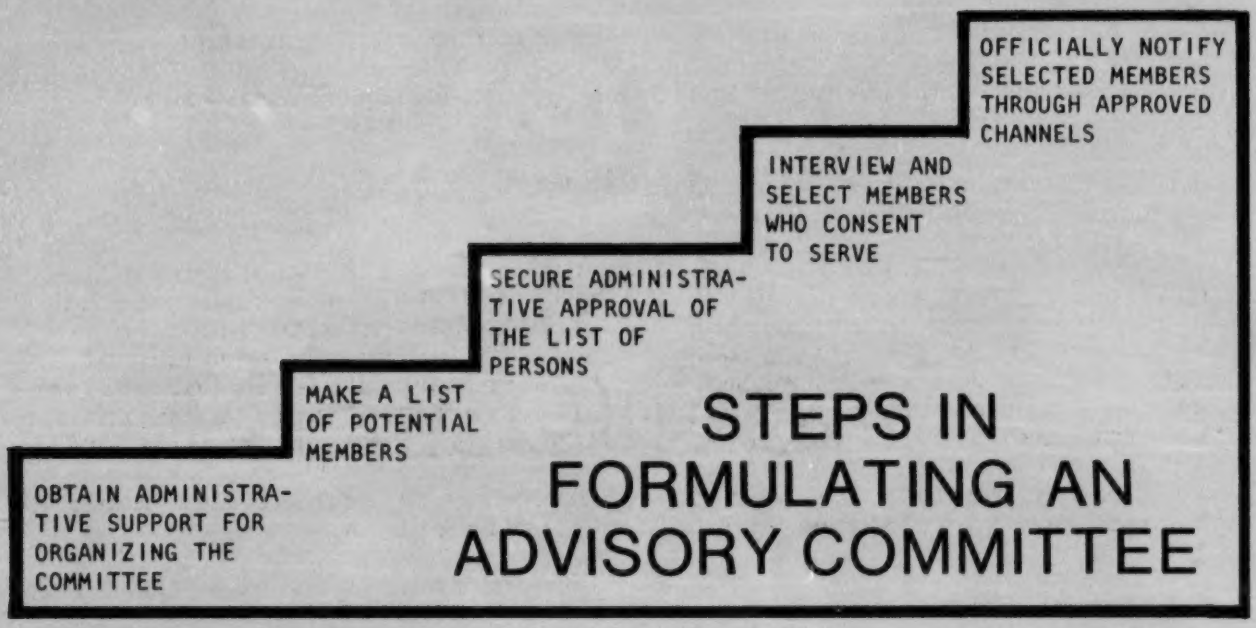
The personal characteristics of a potential member should also be considered in the selection process. Some important characteristics are: flexibility, intelligence, integrity, leadership ability, occupational expertise, civic-mindedness, cooperative and responsible attitude, and enthusiasm. A member also must be respected by the community. Several questions may be asked: "Is the individual interested in and willing to work for the program?" "Does the person have the courage to express ideas and fully consider the view of others?" "Is the person committed to developing occupational awareness in students?" is perhaps the most important question.

Nominating Members

Nominations may come from parents, teachers, administrators, business and civic leaders, or anyone familiar with the needs of your program and the characteristics of the community. You may also wish to consider volunteers.

Be sure to obtain administrative support. This may be achieved by providing information to the administration explaining the need or purpose for an advisory committee. After obtaining administrative support, make a list of potential members. Selection of members is covered earlier in this chapter.

The list of potential members should be presented to the administration for approval. After obtaining approval, interview and select members who are willing to serve and work cooperatively for your program.


OFFICIALLY NOTIFY SELECTED MEMBERS THROUGH APPROVED CHANNELS
INTERVIEW AND SELECT MEMBERS WHO CONSENT TO SERVE
SECURE ADMINISTRATIVE APPROVAL OF THE LIST OF PERSONS
MAKE A LIST OF POTENTIAL MEMBERS
OBTAIN ADMINISTRATIVE SUPPORT FOR ORGANIZING THE COMMITTEE
STEPS IN FORMULATING AN ADVISORY COMMITTEE

After securing each selected member's consent to serve, write a letter to the principal requesting written appointment of members. Usually, the principal will send a request to the district superintendent or assistant superintendent responsible for such functions. Then, the superintendent officially asks members to serve. Often, this letter of notification mentions plans for an organizational meeting. (See sample in Appendix C.)

Before the first meeting, certain plans should be completed. For example, a convenient date, time, and location should be set. Special equipment and supplies, such as an overhead projector, should be available. Write an agenda, or items to be discussed, and send each committee member a copy. This should reflect the needs of the program. In later meetings, the agenda will likely develop from the business of previous meetings.

The following outline suggests some tasks that may be required in order to arrange the first meeting:

About a week in advance, notify each member of the date, time, and place of the meeting by letter

Send invitations to interested school administrators, including an agenda with the letter (See sample in Appendix C.)

Hand out checklist to appropriate officers (See samples in Appendix C.)

Always start and adjourn the meeting on time

Include refreshments in the meeting plan, if desired

Phone members and thank them for attending the meeting

FUNCTIONS OF AN ADVISORY COMMITTEE

For an advisory committee to be effective, its functions in relation to your program must be clearly defined. The committee has no administrative function, but its members can provide valuable assistance in determining student needs, reviewing the adequacy of instructional materials, promoting the aims, and reviewing or evaluating the program. Committee members are experts in their areas and therefore can provide valuable consultation in many program matters.

Some objectives for advisory committee work suggest the importance of public relations and information functions.

COMMITTEE OBJECTIVES

Communicate the values of Office Duplication Practices in the community

Assist in program development

Supply resource speakers and materials

Provide occupational information and project supply and demand in the world of work

Publicize program goals and activities

Act as a liaison between various community and occupational groups

Serve as "problem solvers," "enablers," and "catalysts"

TEACHER RESPONSIBILITY TO COMMITTEE

You must assume certain responsibilities if the school's relationship with the Advisory Committee is to be effectively maintained. It is your responsibility to keep the Advisory Committee informed about program developments and needs. Also, suggestions by the committee should be adequately considered and implemented, if possible. If recommendations cannot be implemented, explanations

should be offered. Finally, the teacher is responsible for recognizing and showing appreciation to committee members for their service. Letters of appreciation may be sent to members, and recognition certificates may be awarded when appropriate to express thanks while creating an opportunity for additional program publicity. (See samples in Appendix C.)

Responsibilities of Advisory Committee Members

Committee members are responsible for attending scheduled meetings and actively participating in advisory work. Members should be aware of the philosophy of your program, the responsibilities of the school staff, and the objectives of the program. They should understand their roles and functions in the school and in the community. Expect members to remain interested in the success of the program during involvement with the committee. Open communication will allow school, committee, and community members to work together for career development of your students.

Chapter IV

ELIMINATING SEX STEREOTYPING

It is widely known that sexism or discrimination in various walks of life due to an individual's sex is present in American society. While it is not your mission as an ODP instructor to eliminate sexism in society, it is your responsibility to ensure that all students receive equal educational and occupational opportunities.

Sex stereotyping in the classroom is perpetuated by using inappropriate instructional materials and student activities. What you incorporate into your course of instruction should receive special attention since your students will be developing preceptions that can influence decisions regarding their career choices. Students of both sexes should have equal opportunity to fully explore all occupational training.

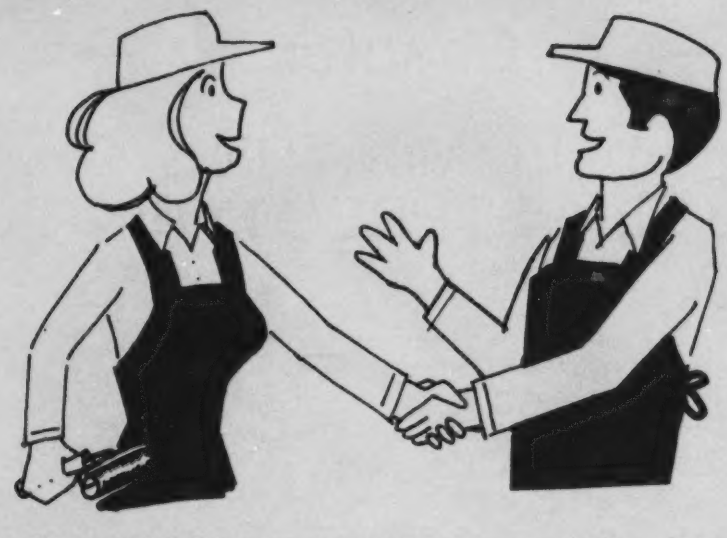
To discover potential career areas that will best meet individual needs and interests, do not restrict students from seeking occupational information because of faulty assumptions or myths about sex roles and abilities. Therefore, we will offer some guidelines and ideas that will help you facilitate the occupational training of your students.

ELIMINATING SEXISM IN INSTRUCTIONAL MATERIALS

Students can receive from textbooks, worksheets, and displays subtle messages that may convey information about the "appropriateness" of occupational tasks and roles. Written material and art work may express the sex bias of their creators.

On the other hand, selecting various materials, if left to chance, may unintentionally support sex stereotyping and discrimination. For example, a teacher designing a bulletin board display about offset press operations may select pictures that include only males in the role of "pressman." Availability of photographs, rather than the teacher's prejudices, may explain the selection. However, the students see only males in the display, and, therefore, the association between men and offset printing is reinforced.

Consider the value in balanced representation in which a display entitled "press workers" includes pictures of both women and men working side by side in a printing firm. Even the term "pressman" may deprive the profession of able women since this might suppress an interest in offset printing for fear of choosing an "inappropriate" occupation.



The following guidelines suggest some ways to insure that sex biases are not accidentally or unintentionally introduced in instructional materials. Also, the guidelines encourage examination of one's own assumptions and beliefs. Self introspection may help develop an awareness of sexism. The teacher may possess attitudes and viewpoints acquired through socialization that limit effectiveness in teaching Office Careers. By becoming sensitive to the problem, the teacher may be able to offer students greater occupational opportunities than were available when the teacher attended public school. The guidelines will be offered in several areas or sources of sex stereotyping.

Role Models

The traditional roles of women and men are both vital and valuable in American life. However, traditional roles should not be "musts" or "oughts," for women, and men can successfully assume roles traditionally assigned to either sex. Also, an effort should be made to expand the roles of both sexes to encourage the application of individual talents and interests. Students should see people of both sexes in a variety of activities and endeavors so that a broad range of valuable skills can be modeled. They should have the opportunity to identify with models based on interest rather than sex group membership.

Guidelines

1. Artwork and illustrations should reflect variety, creativity, and situational demands in terms of dress and appearance. A woman need not wear a dress or an apron to be recognizable as female. Similarly, men shouldn't be habitually depicted in drab work clothes or business suits.

2. No job, hobby, or activity should be represented as reflecting the "femininity" or "masculinity" of the people who pursue it. The full range of occupations and life activities should be depicted as accessible, reasonable pursuits for members of both sexes.

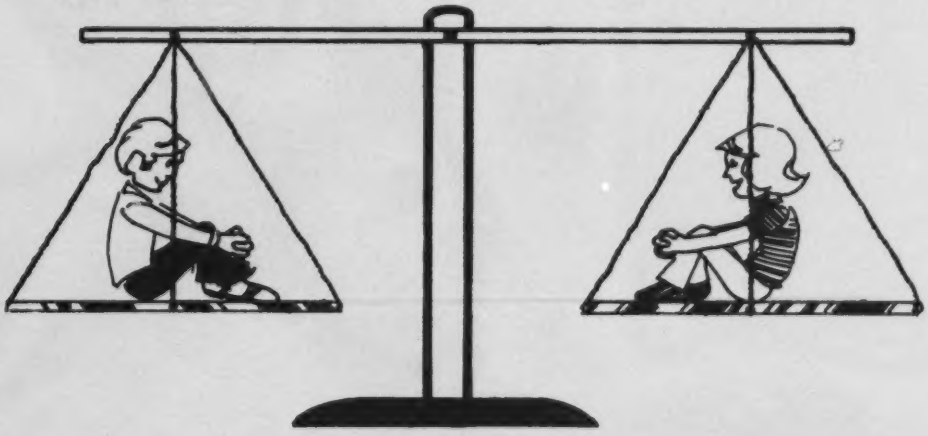
3. Student activities in stories, pictures; and other materials should not be restricted to male or female stereotypes. For example, both boys and girls should be shown participating in active, aggressive games or in passive, gentle play. Boys should be shown in homemaking and girls in shop classes.

4. In some materials, women and girls should be actively engaged in competitive sports, construction trades, and ambitious ventures. They should be shown as leaders and professionals. Women should be described as intelligent and skilled in mathematics and the sciences. They may also be depicted as larger and physically or emotionally stronger than the men around them.

5. Similarly, men and boys should be shown cooperating and participating in "quiet" or "soft" endeavors. They should be described as followers and assistants as often as women are assigned to these roles. They may be shown as being concerned about personal appearance, homelife, and the fine arts. Men should be found in any occupation in which they could make contributions. They may work as secretaries, desk clerks, cashiers, or stockers, depending upon situations in the instructional materials.

6. For both sexes, positive role models should be stressed. Use of negative models should be avoided. However, if weaknesses are depicted, they should not reinforce a sex stereotype. Women should not be shown as mechanically inept, nagging, fearful, or weaping. Men are not to be stereotyped as crude, violent, or insensitive.

7. Instructional materials that call for authorities and sources of strength or dynamic impact should include models from both sexes. Filmstrips and recordings should use both male and female voices as narrators. Characters and film roles should not adhere to stereotypes, but should include a balance of men and women.



To promote a balanced representation of examples using men and women and to create a positive tone, avoid language that omits or degrades women. Although the generic use of "man," (e.g., "mankind") and other masculine words are widespread, many people infer the specific when they read or hear the generic. For example, references to "early man," "the nature of man," "the student. . .he," and other generic phrases have the effect of excluding women from thought. Some examples of inappropriate generic use of the masculine form may be listed. Alternative terms are offered as well:

Inappropriate Language	Alternatives
ressman	press operator
men of science	scientists
businessmen	business people
mailmen	mail carriers
middleman	liaison
manmade	synthetic
the common man	ordinary people
deskman	desk clerk
chairman	chairperson or chair
workman	worker
congressman	member of congress
the typical American. . .he	typical Americans. . .they
When the student learns this, he. . .	When students learn this, they. . .

Frequently, generic "man" phrases can be overcome by rewriting, using a plural noun followed by the pronoun "they." When a sentence must refer to an individual, use a synonym for the noun or the pronouns "she or he" ("he or she"). These pronouns should be used sparingly since this construction is often clumsy.

When writing original material or evaluating existing material, avoid phrases that degrade women or imply that they are less able or less worthy of respect than a man. Typical degrading constructions focus on the physique or attractiveness of a woman, her "fragility" or "helplessness," or her dependent relationship to men. Many phrases seem to imply that the woman "belongs to" or is owned by someone. Other sentences inappropriately stress the acomplishment of a woman with the implication that it is extraordinary. The modifier "lady" is sometimes used in conjunction with a noun to denote an "extraordinary" association such as "lady professor." Examples of degrading language and alternatives follow:

Inappropriate Language	Alternatives
the weaker sex	women or men (depending on the situation)
the little woman	wife
lady lawyer	lawyer
coed	student
sweet young thing	girl or young woman
gal-Friday	assistant
cleaning woman	custodian
housewife	homemaker
authoress	author
the farmer and his wife	the farming couple
Mr. Jones, a distinguished gentlemen, and his wife a buxom blonde	Sam and Sarah Jones, an attractive couple
Miss Jane Addams	Jane Addams

In general, remember to treat men and women equally in writing, use masculine and feminine examples on a balanced basis, and stress the specific characteristics and accomplishments of individuals, not sexes. Avoid language that implies inferiority or either sex and stress equality cooperation.

ELIMINATING SEXISM IN THE CLASSROOM

Exercise care in guiding students through the world of work. Assumptions about whether given individuals can aspire to certain occupations should be kept to a minimum. The literature contains many examples of minority and handicapped individuals who achieved their career goals in spite of enormous obstacles. In time, both sexes will occupy many occupations which traditionally have been closed to them because of myths and discrimination.

Therefore, try not to discourage students from pursuing occupational skills which interest them. On the other hand, encourage students to be realistic in their training. For example, neither a 90-pound woman nor a 90-pound man could assume the job responsibilities of some heavy construction trades. In facilitating the students' occupational endeavors, have them review training, physical requirements, and other criteria in terms of individual abilities, not sex.

Work with counselors and other school personnel to insure that all students have equal educational and occupational opportunities. Students should not be let into programs or courses of study which prematurely limit their occupational endeavors. Your program should focus on similarities among individuals. Classroom activities and field experiences should broaden the occupational outlook for all students. There are a number of ways to reduce sex stereotyping in the classroom:

- Develop positive, non-sexist ways of teaching from present instructional materials until unstereotyped materials become more abundant.
- Purchase or recommend for purchase materials that are free of sex bias.
- Insure that course titles and descriptions do not restrict student access because of the student's gender.
- Examine curricula for needed changes.
- Present successful career models of both women and men in a variety of occupations.
- Stress program components that are attractive to both sexes.
- Provide students with opportunities to recognize, investigate, and perhaps solve problems of sexism in and outside the school.
- Give students opportunities to examine and discuss changing work and family roles.
- Modify or eliminate any student activities that reinforce sexism.
- Review "atypical" or unusual occupations. hobbies, and activities and discuss how these can be reasonable career choices for all students without regard to sex.

Work with advisory committee members and any interested persons in eliminating sexism in the classroom. Request in-service and special training for yourself and other school staff to promote awareness of the problem and personal growth. Assume some responsibilities as change agent within the school in matters of equality of occupational opportunity. Tolerate instances of slow or limited change, and understand that years of socialization will cause "slips" and "obstacles" to eliminating sex stereotyping. Remember that you become a significant model for student career attitudes and behaviors. Use your influence as a model to promote individual student growth in the world of work.

SUMMARY

Sex stereotyping and discrimination can be avoided in your classroom. Careful review of instructional materials may reveal myths and biases that should be eliminated. Through carefully planned student activities, you can reinforce attitudes about the equality of individuals in the world of work. Various guidelines and suggestions for eliminating sexism have been offered for your understanding and consideration.

Chapter V

WORKING WITH THE SPECIAL NEEDS STUDENT

The Special Needs Student

The term "special needs students" originated in the 1968 Vocational Education Amendment and generally includes those students who are handicapped, disadvantaged, or those for whom English is not the primary language. For the vocational teacher, a special needs student is identified as that student who is having difficulty in school due to the effects of a physical or mental disability, disadvantagement, or improper school placement, and who therefore needs special vocational programming.

The terms "special needs" and "handicapped" are more frequently being used synonymously, since special needs implies a handicap in school. However, it is inaccurate to assume that a handicap always suggests a special need which cannot be overcome without special programming. In this chapter, the term "special needs student" will generally refer to those students who have been identified as having educational handicaps and need special education services. More emphasis will be placed on the student's special programming needs as opposed to the student's deficiencies or disabilities. This approach will emphasize the remedial and positive effects of a special individualized program rather than the negative effects of labeling students. Instead the student will be identified simply as someone who has a different set of instructional needs, whether they are a result of physical, emotional, social, or learning needs.

Teaching the special needs student can be a rewarding experience for the ODP teacher. However, a positive attitude of the teacher is crucial. Although the teacher may not always know when the student has done something for the first time, quick acknowledgment of any student effort that reflects individual growth should be made. Small gains are extremely important to the special needs student in developing self-confidence and self-esteem.

Description And Characteristics

For those teachers who are not familiar with the handicapped student or who are uncomfortable in teaching these students, it is important that they familiarize themselves with the characteristics and needs of these students. Handicapped students are just people who:

- may have a more difficult time coping with their environment
- have the same needs and desires as non-handicapped persons
- have many of the same capabilities as the non-handicapped and with some training can develop to their full potential
- should be treated as individuals

The definition for "handicapped" is stated in several recent federal laws. The Education for All Handicapped Children Act of 1975 (Public Law 94-142) and The Vocational Education Act of 1963 as amended by the Education Act of 1976 (Public Law 94-482) provides the following definition:

> The term "handicapped children" means those children evaluated in accordance with (regulations that insure appropriate student placement)[1] as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

In describing a handicapped student, the ODP teacher should remember that labels, regardless of orgin, present a negative image and do not provide enough educational information on which to develop an appropriate vocational program for the student. For example, there will be wide differences in abilities of the mentally retarded to comprehend various tasks, physical strengths and coordination of the orthopedically handicapped, and mobility skills and awareness of surroundings of the blind.

Rather, it is more advantageous to categorize handicapped students according to impairments or, as it is often referred to, their dysfunctions. All handicaps can be grouped into three major areas of dysfunction: cognitive or knowledge, affective or feelings or emotions, and psychomotor or motor action from the brain. Students who are dysfunctional in the cognitive area are usually mentally retarded or have learning disabilities, while those with affective dysfunction may have problems of depression, motivation, interpersonal skills, self-esteem, and drug side effects. Students with problems in the psychomotor area may have speech, visual, auditory, health or orthopedic problems, or epilepsy and/or cerebral palsy. The chart on the following page describes the major impairments found in the three major areas of dysfunction.

[1]The phrase in parentheses is an interpretation of the exact wording of the definition which refers to parts 121a. 530-121a. 534 of this legislative act. For exact wording, refer to the specified parts of the act.

CHARACTERISTICS OF FUNCTIONAL DEFICITS

COGNITIVE DYSFUNCTION

MENTAL RETARDATION

Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period (American Association on Mental Deficiency, 1973).

Mild - IQ 55-69. Retardation occurs mainly because of environmental (culture, family) reasons although minimal brain damage and other medical factors (where damage is not severe) can contribute to the level of dysfunctions. Adequate social and communication skills can be developed.

Moderate - IQ 40-54. Retardation occurs mainly because of medical causes. Can learn to talk and communicate but have problems in social awareness.

Severe - IQ 24-39. Retardation occurs because of medical causes. It is accompanied by poor motor development. Learning elementary speech and health habits is possible; functional academic skills are not.

Profound - IQ 0-23. Cause of retardation is medical resulting in extreme physical and mental deficiencies. Frequently institutionalized for activities of daily living.

LEARNING DISABLED

Disorders in one or more of the psychological processes involved in the understanding or using of the spoken or written language. Disorders may occur in listening, talking, reading, writing, spelling, or doing mathematics and may be perceptual handicaps, brain injuries, brain dysfunctions, dyslexia, or developmental aphasia.

AFFECTIVE DYSFUNCTION

DEPRESSION

Depression is a mental disorder characterized by little emotion, sadness, slow mental and physical activity, fatigue, despondency, feelings of worthlessness and dejection. Students suffering from depression may show any combination of these symptoms in the classroom.

INTERPERSONAL SKILLS

Students who have learned inappropriate ways of dealing with other individuals frequently show the following behaviors: difficulty in dealing with criticism, disruption, manipulation, difficulty in working in group situations, and unwillingness to conform to rules and regulations. These behavioral problems can be overcome by instilling proper interpersonal skills.

MOTIVATION

A student's motivation may be considered factors which drive him/her, thereby stimulating him/her to perform thus affecting the intensity and persistence of that effort. Problems of motivation may be manifested in attendance and punctuality problems, erratic performances generally well below the students' capabilities, a high rate of distractibility, a negative or irresponsible attitude towards work, little concern over performance and much time and effort spent in unconstructive ways.

SELF ESTEEM

Self esteem can be described as the extent to which an individual feels good about him/herself. Students with low self esteem usually question their worth or values as human beings, tend to be negative and anxious, lack self-confidence, are failure oriented, unassertive and have low performance standards and vocational goals.

DRUG SIDE-EFFECTS

Many people find themselves in situations in which they are bored, frustrated, lonely and face excessive stress. Drugs can be prescribed to counteract these moods but these drugs have side-effects that affects a student's performance. Common examples of drug side-effects are drowsiness, blurred or double vision, nausea, memory impairment, coordination difficulties, confusion, dizziness, hyperactivity and thirst. These problems can be alleviated by prescribing smaller dosage or alternative medications for the student.

PSYCHOMOTOR DYSFUNCTION

ORTHOPEDIC

The orthopedically impaired person is one who has a crippling impairment which interferes with the normal functioning of bones, joints, and muscles to such an extent that special arrangements must be made by the school. Individuals who are victims of polio, arthritis, and muscular dystrophy fall into this category.

AUDITORY

Persons with auditory handicaps may have difficulty in hearing in one or both ears or may not hear at all. Hard of hearing persons are classified as having slight, mild, or marked losses and are educated through the auditory channel after compensation is made for hearing loss. Deaf persons are classified as those with severe losses and are educated primarily through sense modalities other than the ear.

VISUAL

Vision impaired persons are classified for educational purposes into two categories - the visual impaired who can read print and the blind who can learn to read braille.

SPEECH

Speech defects can be grouped to include disorders of articulation and voice, stuttering, and speech disorders associated with hearing loss, cleft palate, mental retardation and cerebral palsy. Speech clinicians can deal with speech, language problems and related communication disorders.

EPILEPSY AND CEREBRAL PALSY

Epilepsy and cerebral palsy directly proceed from brain activity. Epilepsy is a neurological condition caused by abnormal discharges to the brain resulting in one of four kinds of seizures: Grand Mal, petit mal, Jacksonian and Psychomotor. Cerebral palsy, caused by damage to the brain during or shortly after birth, results in ineffective control of muscles by the brain, thus restricting a person's motor activities.

HEALTH

Health impaired persons are those with special health problems, e.g., rheumatic fever, congenital heart defect, diabetes, respiratory disorders (cystic fibrosis, asthma, tuberculosis) and hemophilia. These health impairments, though not strictly psychomotor in nature, do restrict a student's movements and activities in the classroom.

Training Expectations

Today we hear more and more about remarkable achievements by handicapped persons. These achievements, although sometimes heroic, are usually a result of great patience, perseverance, and a positive attitude of the handicapped person. Numerous studies have cited that special needs students can acquire complex vocational skills and perform them at acceptable, competitive, employment rates.

The key factors in the successful training and employment of the special needs student are the same as those of the regular student. Among these are: setting realistic goals; having adequate equipment, personnel, and curriculum alternatives; matching student readiness to the program; gaining cooperative planning between the school and community; and evaluating the program's effectiveness.

Perhaps the single most important factor for the ODP teacher to keep in mind is not to lower the performance standards of a job simply because of the student's handicap. Instead, the student's potential abilities should be identified and carefully matched with attainable job opportunities found in the community. Furthermore, the ODP teacher will want to emphasize the development of general related job skills, attitudes, and work habits because training for one specific job can severely limit employment opportunities for the special needs student.

Student Selection, VARD Committee, And The ODP Teacher's Responsibility

When an identified student who has been receiving special education services is being considered for placement in a vocational program, then a Vocational Admission, Review, and Dismissal(VARD) Committee is formed.

The purpose of the VARD Committee is two-fold:

1. To determine the student's eligibility for an appropriate placement in a vocational program. The eligibility criteria have previously been discussed and are given in Appendix A. (Program Standards)

2. To develop an Individual Education Plan (or IEP) which ensures that the student's education will be designed on an individual basis to meet the student's interest, strengths, and needs.

To fully understand the functions of the VARD and the meaning and development of the IEP, it is recommended that the ODP teacher read the (Texas) Policies and Administrative Procedures for the Education of Handicapped Students also referred to as Bulletin 871.01 which was developed by the Texas Education Agency. This document can be found in the special education department of every local school district, and perhaps in your own vocational education department.

When a special education student is being considered for placement in an ODP program, the ODP teacher automatically (by law) becomes a member of the VARD Committee. As a vocational teacher representing the ODP program, you will be an asset to the committee. You will have a wealth of information to offer and your input will be vital in helping to determine the future career model for the student.

In addition to the vocational teacher, the VARD Committee will include:

1. The campus principal, who will chair the committee.

2. The local vocational administrator or vocational supervisor.

3. The local special education supervisor.

4. A special education teacher who has taught the student and who can provide information needed by the committee in making valid judgments regarding training of the handicapped student.

5. The vocational counselor

6. A parent of the student being considered for ODP training, and the student if appropriate.

7. A pupil appraisal person who can provide information regarding student appraisal and make interpretations of tests which have been given to the student.

When the ODP teacher is assigned to a VARD Committee, the teacher has a legal responsibility to the handicapped student to help determine if the ODP program is an appropriate vocational placement, and if so, then to help develop an IEP. Although the VARD meeting can be lengthy, involved, and time-consuming, attendance at the meeting can be a priceless opportunity for the ODP teacher to help shape the career development of a student and to acquire a greater understanding of the student's needs, contribute meaningful input into the program planning process, and gain increased communication with other educators and parents. Before the VARD Committee meets, the ODP teacher will want to be prepared to adequately meet this responsibility. Doing some preliminary research and planning will certainly make the teacher an active participant at the meeting and will eliminate feelings of being "dumped on" and fear of the unknown needs, interests, and performance labels of the student.

The following are suggestions which will help the ODP teacher prepare for a VARD meeting.

1. Review the student goals and performance objectives for the program. Remember that these should relate to job tasks, knowledge, and work habits that are required for actual jobs available in the community.

2. Analyze each of the ODP jobs which are taught. Break down the steps involved in each job and determine the work tolerance and physical requirements of each step into academic, social, and physical skills. Math, language, and word recognition or reading skills are to be identified in the academic area, while the social area will include all those work habits necessary for completing the job. In the physical area, skills for each step to be identified are gross motor skills such as operating the levers on the office machines, fine motor skills such as lettering and typing (smoothness and precision), grasping and holding objects with one or two hands, lifting (weight) or moving (distance), and reaching (height and direction).

3. Determine the student's interests, strengths, and needs as each relates to general work readiness by reading the student's permanent folder, and by talking with the student's special education teacher, special education and/or vocational counselor, and parents, as well as the student. Specific information that you will want to know is:

Performance Functioning Levels

Intellectual--At what I.Q. level is the student functioning? Can the student handle two- or three-step directions or are one-step directions needed? Does the student require concrete versus abstract instructions? Does the student understand and follow safety rules?

Social--How does the student relate to peers and authority figures? Can the student work independently, maintain reasonable attendance and punctuality? Is the student neat, consistent, and accurate?

Educational--What is the student's reading level and comprehension level? What are the student's math and spelling skills? Is the student bilingual? What is the student's level of career awareness? What work skills does the student have?

Self-Concept--How does the student see self? What is the student's attitude toward the handicapped? What is the student's expectations toward self and are they realistic?

Health and Welfare--What are the medical implications of the student's disability? Does the student take medication? What is the student's physical stamina, strength, and variety of manipulative tasks?

Learning Style--Does the student learn best by verbal, written, visual, or hands-on presentations or a combination of these? How does the student process and retain information? Are many repetitions needed?

Problem Solving Style--Does the student learn by trial and error? Is the student persistent or easily frustrated; independent or dependent on help?

Motivational Cues--What are effective and ineffective reinforcers for the student?

4. Meet the other members of the VARD Committee. Explain the ODP program goals and objectives, the job tasks that are taught, and the work tolerance and physical requirement of each task. Discuss your thoughts concerning placement of the student into the ODP program, curriculum modifications that might be needed, and possible alternative suggestions for placement. Discuss with the parents the realistic job possibilities that can result for the student in the ODP program.

5. Write down some suggested individual goals and objectives in the event the student is placed in the ODP program. This may save time and help prevent some objectives from being overlooked at the VARD meeting. Several vocational programs have also established prerequisite skills which all students must have before they can be enrolled in the program. These prerequisites are not designed to purposefully exclude the special needs student, but rather to insure the quality of education and safety for each student.* Such prerequisite skills might be a third grade reading level, can follow a minimum of two-step instructions, and can follow basic safety rules in order to avoid creating danger to self and others.

6. Take all the information gathered to the VARD meeting in order to actively participate. (If unable to attend the meeting, make sure that the vocational counselor, director, or supervisor is aware of the information that has been gathered and that this person will represent your thoughts concerning the student at the meeting.)

Development of the Individual Education Plan

Several things will happen at the VARD meeting. Introductions and recognition of each committee member will be extended, especially to the parent(s) whose participation and opinions are vital to the meeting. First, the pupil appraisal person will probably discuss the student's present levels of functioning. Hopefully, there will be available current vocational assessment information. This will be your opportunity to ask any questions concerning the student's career awareness, safety, and performance skills, etc.

Discussions will then focus on the future educational placement of the student. Don't be afraid to share your thoughts concerning the student with the committee. Feel free to make both career and academic educational recommendations. If you have concerns for the student's best interest or safety and the well-being of other class members, suggest alternatives such as a 60- or 90-day trial period in the ODP program.

*Note: Establishment of such prerequisite skills grew out of a concern that vocational programs should not be used as a "dumping ground" for discipline-problem students.

As specific placement of the student is decided upon by the committee, other elements of the IEP will be formulated. By the end of the VARD meeting, the committee will have discussed and probably written down the following statements that are required in an IEP:

1. The student's current levels of performance in academics, social, physical, and vocational areas.

2. Annual goals for the school year.

3. Short-term objectives stated in intermediate steps which lead to the annual goals.

4. Special, vocational, and other related educational services required for the short-term objectives.

5. Assigned personnel to carry out the goals, objectives, and services and anticipated duration of services.

6. A timetable which gives projected dates for initiating services and anticipated duration of services.

7. Indication of the percentage of time the student will spend in mainstreamed or regular education programs.

8. Justification of the amount of time the student spends in mainstreamed or regular education programs.

9. Evaluation procedures that are criterion-oriented and revised on an annual basis.

When all of the above information has been discussed and agreed upon by the VARD members, the ODP teacher and the other members will probably be asked to sign their names to the IEP. The ODP teacher's signature will mean that that person has cooperatively planned, with the other members, the most appropriate (or least restrictive) educational program for the student for the following school year. After the student's IEP has been finalized, the ODP teacher will be given a copy. This copy of the IEP will be the ODP teacher's key to providing appropriate instruction to the student. Keep it handy and frequently refer to it throughout the year.

Individualized Instruction

"Individualized instruction" is the term most often heard when discussing how to teach the special needs student. This term simply means that learning events are closely tailored to the individual student's needs. Remember that although individualized instruction may mean that learning requires a variety of instructional methods and flexible time spans, it <u>does not</u> mean that the basic content, goals and performance objectives of the ODP program need to be altered. If drastic revamping of the goals and objectives occurred, the purpose of providing equal educational opportunity for all

special needs students would be defeated. Individualized instruction for the special needs student means:

1. Teaching specific performance objectives based on each student's IEP.

2. Using a variety of different instructional methods, media, and learning activities that help the student learn.

3. Varying the pace of instructional progress and letting each student work at a rate that is best for the individual.

4. Evaluating each student's learning on pre-established standards of performance rather than on comparisons with the performance of other students.

The role of a teacher changes somewhat in an individualized instruction program. The teacher becomes a planner of goals and activities with students, and a coordinator of these activities. It requires that the ODP teacher objectively probe for interests and strengths and not just the weaknesses of the student, spend time searching for appropriate instructional materials and media, be creative in designing learning activities, stress cooperation as opposed to competition, and then serve as evaluator to ensure quality classroom instruction. The following suggestions may serve as a guide in implementing individualized instruction in the ODP classroom:

1. Teach directly to the performance objective. Many special needs students will become confused if "nice-to-know" information that is not directly related to the objective is introduced into the class.

2. Present new information in small, sequenced amounts. Frequently review the information to be learned in short, 15-minute practice sessions that are spaced throughout other classroom activities. Special needs students will be more interested in learning if the information looks short and simple. Provide for over-learning and informal testing of the student's knowledge before introducing any new information by relying on the student's smile or a nod "Yes."

3. Use a combination of different media approaches. Audio-visual presentations, illustrations, pictures, low reading level material, and transparencies are among several different media approaches. The ODP teacher will want to provide the actual demonstration of the machines hands-on experience, and perhaps other instructional methods.

4. Actively involve each student in learning by providing individual and small group experiences such as:

   - demonstration/performance
   - simulation exercises

- discussion
- oral reinforcement drills
- committees
- problem situations
- student reports
- assigned job roles, (i.e. Job Supervisor, Receptionist, Safety person)

The traditional lecture method is least effective with special needs students since they are usually not actively involved in learning while hearing a lecture.

5. Test and evaluate student achievement toward an objective on an individual basis. Testing should be criterion-based. A criterion exam may have a written or oral part to measure the amount of theory or abstract knowledge that a student has retained, and a performance part to measure if the student is competent in the new hands-on skills. In both the written or oral test and the performance tests, the criteria for passing is related to competencies needed to perform the task in the working world, and is not based on scores made by other students.

Adaption of Materials and Equipment

In order for a student's vocational program to be truly individualized, the teacher must be able to adapt classroom materials and equipment to the student's physical, learning, and/or behavioral strengths and needs. This will require the teacher to continually assess the individual's needs and progress and modify the materials and equipment accordingly. Although it is impossible to give specific individualizing techniques for each special need, the following may serve as suggestions for a basis from which to begin.

STUDENTS WITH MENTAL RETARDATION AND OTHER LEARNING PROBLEMS

1. Plan with the student what is to be learned. This will help the student gain some feelings of control over one's personal life and what can be accomplished.

2. Continuously show enthusiasm and confidence in the student's ability to learn. Don't give the student a chance to fall within the self-fulfilling prophesy of failure--"My teacher acts like I can't learn it, so I guess I can't."

3. Teach broad work related objectives as well as narrow task-oriented objectives that are concrete and very clear to the student. For example, talking about being on time is not

as effective as demonstrating how to use a time clock, and showing the student where to keep supplies and equipment is better than telling the student to maintain an orderly work area.

4. Develop curriculum with the following 7 points:

   - Organized--Objectives should be sequenced from easiest to most difficult. Don't teach a new topic based on unlearned information.
   - Specific--The more complex a job is, the more specific the training should be. Show the student exactly what to do. Don't rely on the student to incidently pick up on minor details.
   - Visual--Use a variety of visual aids such as filmstrips, slides, transparencies, illustrations, charts, hands-on demonstrations, etc.
   - Divided into small steps--Present instruction in small increments with time for practice.
   - Repeated and checked--Frequently check to see whether the student can demonstrate understanding of each task.
   - Overlearned--Allow time for overlearning, encourage practice, and periodically check to see that the student remembers important information and steps.
   - Reinforced--Frequently praise the student for work accomplished, no matter how small the task. Emphasize that new assignments are the result of satisfactory performance.

5. Test informally by regularly checking the performance of the student and keeping a record of progress and problems. Students with learning problems generally do not do well on formal tests whether written or oral because of the pressure placed on them. The idea of a "test" is threatening to them.

6. Use criterion-referenced tests. The standards for judging the student's work performance should match the objectives written in the student's individual plan.

STUDENTS WITH PHYSICAL PROBLEMS

1. Involve the student in developing individual objectives. Planning together will help identify materials and equipment that will need physical modifications for the student.

2. Emphasize motor skills and proper work habits that may be found in many job situations.

3. Make the necessary physical modifications on the classroom, materials, and equipment. The following modifications may need to be made: ramps instead of steps; hand bars on machines; removal of desks or other obstacles to accomodate wheelchairs; modified typewriters, with 1/10th to 1/15 of the normal finger pressure, request a keyboard for one-hand typing, typing sticks for use with the hands but not the fingers, and an arm rest or plate over the keyboard for the cerebral palsied. All machines may need to be on variable height bases, simple handles rather than knobs on cabinets, and rubber mats on slick floors.

4. Use criterion-referenced tests that are performance based.

STUDENTS WITH VISUAL PROBLEMS

1. With the student, plan individual goals and objectives.

2. Orient the student to the school, classroom, and smaller work environments so that independent mobility is possible. Allow the student to spend time exploring the new environment by walking around the room, touching walls, doors, equipment, etc. It has been found that individuals who have poor orientation and mobility skills have poor vocational training success, so offer the student an opportunity to develop independent mobility in the new environment.

3. Layout the student's own work area for easy access to machines. If changes in the physical setting are necessary, the student should be promptly informed.

4. If possible, the student's desk should be adjustable for height, position, and angle. A movable desk will compensate for the student who must lean over the desk to use residual vision, and help eliminate glare and unevenly distributed light.

5. Place the desk where the student will be able to easily hear, away from distracting noises. If there is any residual sight, place the student close enough for it to be used.

6. Reduce or eliminate extraneous noises. Since students with visual problems rely heavily on sound, distracting noises might interfere with the learning process.

7. When designing individual curriculum for the visually impaired or blind student, remember that learning can occur in 5 basic modes:

   - memory
   - visualization

- auditory perception (discriminating sounds)
- factual perception (demonstration with verbal description)
- kinesthetic memory (touching and feeling)

Present material in a logical, concrete manner, using a variety of the above learning modes.

8. Instruct the student by:
   - verbalizing visual cues (e.g. hand movements) during demonstration
   - avoiding abstract terms (e.g. "this hooks on there")
   - explaining how similar parts or processes can be distinguished by touch or sound
   - encouraging classmates to be helpful, yet not do the visually handicapped students work
   - always addressing the student directly by name and not talking through another person
9. Seek out specialized materials and equipment such as braille and large print textbooks, braille writer plate and stylus, audio aids, closed circuit TV and other magnifying aids, abacus and talking calculator, electronic reading aids, and other special vocational aids.*

STUDENTS WITH HEARING PROBLEMS

1. Plan with the student what is to be learned.
2. Investigate the use of special equipment, such as warning lights for machines.
3. Seat the student near the front of the classroom to enable lipreading.
4. Keep classroom noise to a minimum so that the student will be able to use any residual hearing.
5. When planning curriculum, keep in mind the present language and reading level of the student since written material must be heavily relied upon.

*Special vocational aids can be found in The Annual Catalog of Aids and Appliances for Blind and Visually Impaired Persons. New York: American Foundation for the Blind, Inc.

6. When instructing the student, remember these simple tips:

   - be sure that the student is paying attention, and not just "listening"
   - use many visual aids
   - when writing on the blackboard, do not talk with your back turned to the student
   - articulate clearly and at a normal speed
   - speak in a natural tone of voice
   - stand still when talking
   - provide vocabulary tests for material being discussed
   - rephrase sentences if the student does not seem to understand
   - encourage speech and look at the student when the student is talking

7. Frequently evaluate progress based on individual merits, not in comparison to the rest of the class.

Counseling the Special Needs Student

The ODP teacher will frequently be faced with the decision of whether or not to counsel the special needs student. When this decision arises, two important key concepts should be remembered:

1. Psychologically, the handicapped individual has the same basic needs, desires, hopes, and ambitions as the non-handicapped.

2. Vocational problems and choices cannot be separated from personal problems.

Although the ODP teacher may attempt to limit counseling to the student's career needs, it is not usually possible to counsel without becoming involved with the student's lifestyle. In most instances, the professional person who spends most of the school hours with the student (usually the teacher) is the most logical person to handle immediate counseling needs. However, the teacher must be able to recognize when the student needs indepth and/or long-term guidance services and must be able to make appropriate referrals.

Most counseling situations that the ODP teacher will face will involve either career/occupational-related concerns or social concerns. Since many special needs students will not have had the opportunity to develop much career awareness, they will need counseling in order to select realistic careers and establish

reasonable life goals. In these instances, it will be important to encourage the special needs student to further develop existing abilities and assets. Encourage the student to participate in activities, such as membership in VOCCT. Avoid limiting the student with a particular handicap to a certain range of jobs. Instead, treat each student as an individual and consider the range of occupational opportunities in relation to specific assets and limitations, not in terms of a handicapped stereotype.

Almost all social problems (and academic failure) which special needs students may have can be traced to poor self-concepts. Although the ODP teacher may feel that this is an area which should be referred to the school counselor, there are several suggestions which should be followed in day-to-day classroom activities to help the student begin feeling good about self and about learning. An excellent handbook which is written for the teacher of the special needs student is Developing Self-Concept for Exceptional Learners.*

A few of the suggestions made by the authors are these:

1. Begin teaching at the student's own Independent Working Level (IWL). The IWL is that level at which the student can work independently without constant supervision by the teacher. Beginning at this level will help ensure good rapport between teacher and student, and will immediately give the student success experiences with which to begin changing a poor self-concept.

2. Individualize instruction, and teach to the needs of the whole person, e.t., the cognitive, psychomotor, and affective needs. (See the section on "Individualized Instruction", page 47.) Guide all learning so that it will lead to successful performance.

3. Immediately recognize, reinforce, and reward all student successes, no matter how small. Avoid ridicule, sarcasm, or other punishment with special needs students since this is destructive to a fragile self-concept.

4. Show each student that you are concerned about them as a whole person and about individual progress. Find something to appreciate in every student. Refrain from discussing the special needs student and that student's particular problems with others in the student's presence, as if the student were a piece of furniture and without human feelings.

School and Community Resources

While working with special needs students, it is not uncommon for the teacher to occasionally feel "stuck" in helping a student progress.

*Note: See Bibliography in Appendix D.

It is times such as these that the teacher should seek assistance from both school and community resources.

A close working relationship should exist between the teacher and the Vocational Adjustment Coordinator (VAC), the person who assumes responsibility for the student's vocational training whenthe student exits the pre-employment program. Share with the VAC what is being taught, and request information about ODP jobs that are available in the community.

Other school personnel who will be able to assist the ODP teacher in the instruction of the special needs student are the special education teacher and the diagnostician. Although specialized job skills are the responsibility of the vocational teacher, these persons are usually willing to assist in modifying or adapting materials and curriculum to fit a particular student's needs. To make the student's education more relevant to career goals, coordination of vocational and academic training is always encouraged.

One of the best community resources for the special needs student and the teacher is the local Texas Rehabilitation Commission (TRC) counselor. Each special needs student should be made aware of the agency's services for them. If a student qualifies, TRC can assist with the following types of services: medical, psychological, and vocational evaluations; counseling and guidance; interpreter services for the deaf; medical treatment, assistive devices, such as wheelchairs; vocational training after high school completion; room, board, and transportation during rehabilitation; tools, supplies, and licenses; job placement; and follow-up.

Other community resources that may be of some assistance in the classroom are the Texas Commission for the Blind, Texas Commission for the Deaf, and Mental Health-Mental Retardation (MHMR). Talk with representatives from these agencies and become aware of their services.

NOTE: Since the writing of this chapter, the Texas Education Agency has developed the document, Guidelines for Vocational Assessment of the Handicapped. This document alters some of the points discussed on pages 43-46 of this chapter. These new guidelines mandate that before a special education student is placed in any vocational education program, the student will have received appropriate pre-vocational training, in addition to a vocational assessment one year prior to placement. This vocational assessment will provide information concerning the student's vocational interests, abilities, and aptitudes. It will further help determine the work environment that is best suited for the student and enable staff to assist the student in making appropriate career choices and planning for vocational training. It is felt that these new guidelines will relieve many vocational teacher's feelings of "being dumped on" and thus ensure appropriate placement of special education students into the various vocational programs.

For a copy of this document, contact the Texas Education Agency, Department of Occupational Education and Technology or Special Education, Austin, Texas.

Chapter VI

CLASSROOM ORGANIZATION

A large number of resource materials may be easily acquired for use in the Office Duplication Practices classroom. However, materials lose their value unless they are readily accessible. In organizing the ODP classroom, the teacher should select systems that arrange resources in efficient, attractive ways. The organization and decoration of the classroom should express the message: "ODP is important and exciting." The following sections provide hints and suggestions for organizing the classroom and developing a filing system.

Physical Arrangement

The classroom should contain tables and chairs arranged to allow for individual or group study. In addition, a teacher's desk, filing cabinets, bulletin board, chalk board, and storage for instructional materials, supplies, and teaching aids should be provided.

Equipment, supplies, and instructional resource materials should be arranged and stored so that they are easily accessible to the teacher and students. The suggested floor plan on page 69 is for an average size classroom containing the minimum equipment suggested by TEA. The equipment and work areas may vary according to the size of the classroom and the individual needs of each teacher. The lists on pages 61-64 which are to provide students with skills and knowledge necessary for successful employment in the area of office service occupations for which training is being provided.

Filing System

An efficient filing system can be the "backbone" of any teacher. Materials should be filed so that they can be easily located by the teacher or students. A filing system can reduce classroom clutter, promote efficient use of time, and promote safe storage habits.

Use sturdy file cabinets and store the following materials in labeled folders.

1. Instructional Materials

    a. Transparency masters
    b. Duplicated activity sheets
    c. Answer sheets

2. Individual Student Folders

   a. Personal information
   b. Permission slips
   3. Progress charts

3. General Records

   a. Inventory lists
   b. Requisitions
   c. Follow-up records
   d. Grade sheets
   e. Travel forms
   f. Correspondence
   g. Resource and reference materials lists
   h. Miscellaneous forms

Student Records

To assist the teacher in filling out forms and keeping up with past and present students, files should be maintained on each student. The following are suggestions which may be adapted to fit the needs of the individual teacher.

Student Information Cards. At the beginning of the school year, provide each student with a 4" x 6" card. Have them record the following information on the cards:

Front of card:

1. Name
2. Address
3. Age
4. Date of birth
5. Social Security No.
6. Names of parents or guardian
7. Home telephone number
8. Office telephone number
9. Grade level
10. Sex
11. Any telephone number where student can be reached in the future

Back of card:

1. Class schedule
2. Class times
3. Room numbers
4. Names of teachers
5. Any schedule changes

These cards may be placed in alphabetic order in a card file box which is kept on the teahcer's desk for easy access when any information is needed regarding a student enrolled in the program.

Student Enrollment Form. To assist the teacher in maintaining information on past and present students enrolled in vocational programs, the information sheet on page 65 may be prepared and kept in the files for easy access.

GRADING

One of the most trying problems confronting the ODP teacher is that of grading the student's work promptly and accurately. Nothing tends to motivate the student to do his/her best and take pride in his/her work more than the knowledge all work will be checked promptly and accurately. The sample daily grade sheet provided on page 67 enables the teacher to record daily attendance, behavior, and make-up work, in addition to grades for daily work. These grades can then be computed and transferred to the official grade book at the end of each week. The teacher may assign the standard grades of A, B, C, or 90, 80, 70 to the official grade book, but may wish to use the following suggested grading for the daily grade sheets.

✓++ = 100	10 = 100
✓+ = 90	9 = 90
✓ = 80	8 = 80
✓- = 70	7 = 70
✓- = 60	6 = 60
0 = 0	5 = 50

Either the ✓ system or the numerical system may be used on the daily grade sheet and enables the teacher to compute the average grades for the day faster than by using the standard system.

The grade sheets may be duplicated and kept in a notebook for easy access. At the end of a grading period, these completed sheets may be transferred to the files and new sheets prepared.

SUGGESTED MINIMUM EQUIPMENT LIST OFFICE
DUPLICATION PRACTICES PROGRAMS

1. 5 typewriters, electric
2. 1 stencil duplicator
3. 1 spirit duplicator
4. 1 offset duplicator, table model only
5. 1 table top collator, 8 or 12 bins, electric
6. 1 electrostatic copier
7. 1 stencil maker
8. 1 paper drill
9. 1 puncher and binder
10. 1 electric folding machine, table top
11. 1 jogger
12. 1 platemaker
13. 1 varifont
14. 1 power stapler, flat and saddle
15. 2 light tables
16. 3 ten-key electronic calculators
17. 1 paper cutter

SUGGESTED MINIMUM SUPPLIES LIST OFFICE DUPLICATION PRACTICES PROGRAM

Offset Duplicator

- Clean-up mats
- Cotton pads--large supply
- wicks
- Blankets
- Ink
- Blanket wash (automatic)
- Hand cleaner
- Fountain concentrate
- Etch
- Chrome cleaner
- Black ballpoint pens
- Paper masters
- Reproducing pencils
- Soft erasers
- Glaze remover
- Ink roller conditioner
- Gum
- Ink dispensing gun
- Ink knives
- Non-reproducing pencils
- Direct image masters

Stencil Duplicator

- Protective cover
- Stencils
- Correction fluid
- Assortment of styli
- Assortment of shading plates
- Ink
- Ink measuring rod
- Stencil cement
- Ink pads
- Hand cleaner
- Stencil saver sheets

Offset Mastermaker

- Electrostatic masters
- Toner
- Dispersant

Varifont

- Fonts (Number & letter fonts)
- Varitape
- Varitone

Spirit Duplicator

- Correction pencil
- Spirit masters
- Spirit fluid
- Wicks

Thermo-Fax

- Thermal masters
- Transparencies
- Transparent carrier

Typewriters

- Ribbons
- Lift-off tape
- Correction fluid or tape
- Typewriter erasers
- Carbon paper
- Typewriter cleaner & brushes

Office Binders

- 1/2" Binders
- 1" Binders
- Ledger book

Flat and Saddle Stapler

- SF-15 Staples

Plate Maker

- Developing solution
- Film
- Negative
- Fixer
- Lacquer
- Plates (aluminum & plastic)

Miscellaneous Supplies

- Paper scissors
- X-acto knives
- Rubber bands
- Paper clips
- Padding compound
- Paste brushes
- Rulers
- Press-on letters and tapes
- Stencil letters
- T-Squares
- Rubber cement
- Staplers and staples
- Glue
- Transparent tape and dispensers
- Paper, 16 and 20 wt., 11" and 14" mimeograph or duplicator
- Cover stock
- Triangles
- Templates, lettering, circle, square, oval, radius guide
- Assortment of transparent grids for layout
- Lettering pens
- Calculator tape
- Timer
- Felt tip markers
- Poster board
- Bulletin board supplies
- Kneaded erasers
- String
- Lubricating oil
- Lubricant
- Precision Oil
- Pliers
- Screwdrivers
- Hammer
- Wrenches
- Allen wrenches
- Staple removers
- Clean-up towels
- File folders
- File folder tabs
- Clipboard
- Calculator ribbons
- Chalk and erasers
- Transparencies with colored pens
- Pencils and pens
- Aprons
- Protective cuffs

TEACHER_____
CLASS_____

_____I.S.D
INFORMATION SHEETS FOR STUDENTS ENROLLED
IN VOCATIONAL COURSES

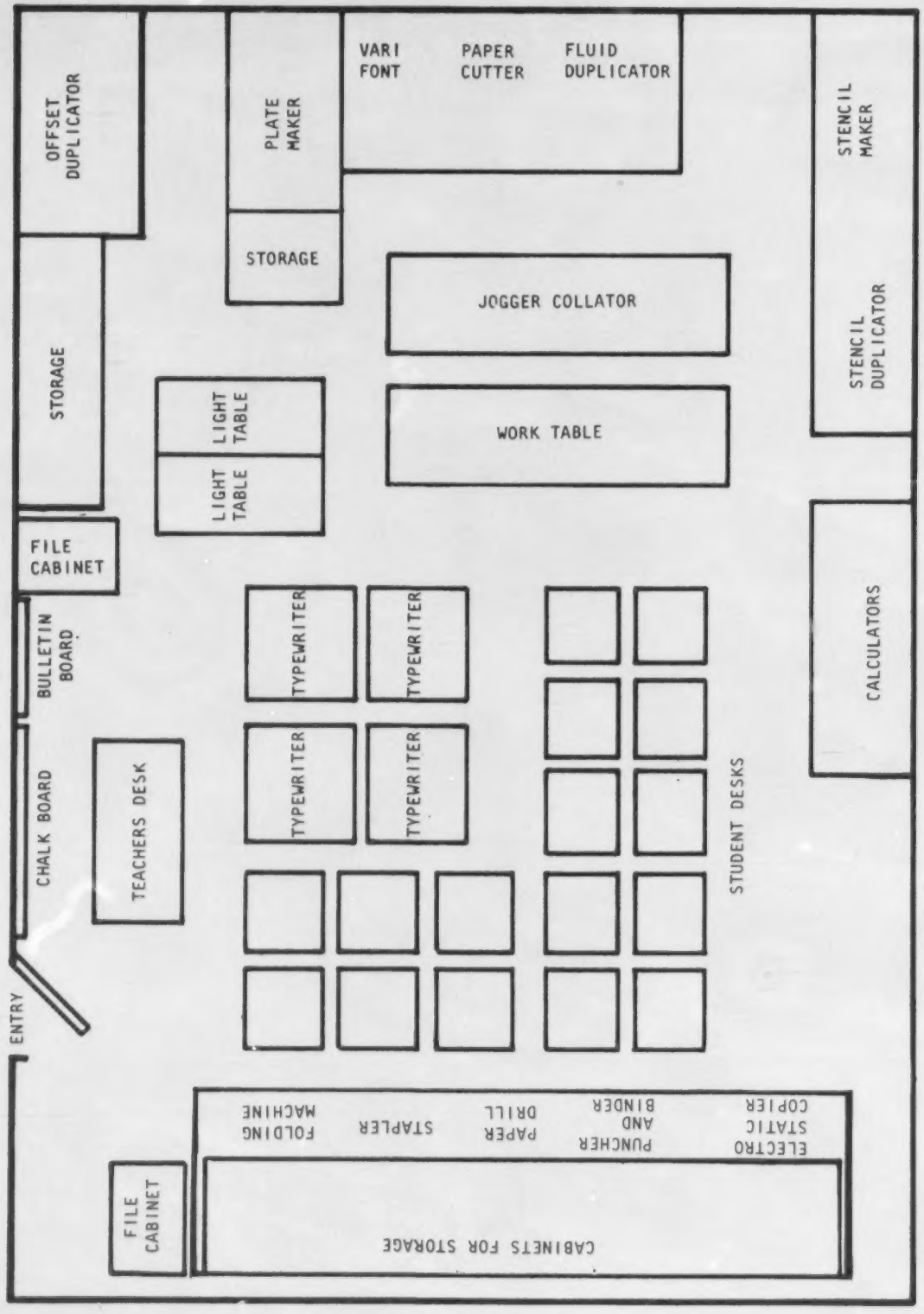
PERIOD_____
YEAR_____

NAMES LAST	FIRST	MIDDLE	GRADE	SEX	BIRTH DATE	AS OF SEPT 1 AGE	DATE INTO PROGRAM	SOC. SEC. NO.	REMARKS

CLASS PERIOD_____ DAILY GRADE SHEET DATE_____

NAME	ATTENDANCE	ATTITUDE	ASSIGNMENT(S)	TOTAL GRADE EARNED
_____	Absent_____ Present_____ Tardy_____	Participation_____ Cooperation_____ Initiative _____ Follows Directions_____ Completed Assignment _____ Neatness _____ Accuracy_____ Others_____	_____ _____ _____ _____ _____ _____ _____ _____	
_____	Absent_____ Present_____ Tardy_____	Participation_____ Cooperation_____ Initiative_____ Follows Directions_____ Completed Assignment_____ Neatness_____ Accuracy_____ Others_____	_____ _____ _____ _____ _____ _____ _____ _____ _____	_____
_____	Absent_____ Present_____ Tardy_____	Participation_____ Cooperation_____ Initiative_____ Follows Directions_____ Completed Assignments_____ Neatness _____ Accuracy_____ Others_____	_____ _____ _____ _____ _____ _____ _____ _____ _____	_____

CLASSROOM FLOOR PLAN



Chapter VII

CLASSROOM SAFETY

One of the most important responsibilities of the Office Duplication teacher is that of safety--providing safe working conditions, and instilling responsible attitudes and habits of safety in the students.

This chapter is designed to provide the instructor with various approaches in operating a safety program. Planning such a program must be carefully arranged so that safety consciousness is maintained all year, not just at the beginning and possibly at the end of the year.

General and Specific Safety Rules

Each ODP classroom demands a different set of safety rules because of differences in equipment, buildings, classroom design, and types of students. The instructor should prepare both general and specific safety rules designed for a specific classroom. A good plan is to allow students to prepare their own safety lists, individually or in a group.

Lessons should be prepared to teach the general and specific safety rules. Usually, general safety rules are presented at the first of the year, and the specific safety rules are taught throughout the year. The following list of general safety rules contains only some of those that might be covered at the beginning of the school year:

1. Keep the classroom clean and orderly, and keep all aisles clear of cords.
2. Wipe up all spills immediately to avoid slipping or falling.
3. Housekeeping duties are to be done at regular times, and should always be done before the end of the period.
4. Store equipment properly when not in use.
5. Keep all filing drawers or desk drawers closed when not in use.
6. Avoid wearing loose-fitting clothing and dangling jewelry when working with equipment. Tie long hair back, away from the face and shoulders, when operating equipment.
7. Have good air flow when using fluids and inks on machines.
8. Keep your mind on your work while in the classroom.
9. Unplug a machine if something goes wrong.
10. Check to make sure that no other persons have their hands on a machine when you plan to start the machine.
11. Use materials and supplies for their real purpose.
12. Turn off machines when not in use.
13. Turn all electrical machines off at controls before unplugging or before plugging in to an electrical socket.

14. To unplug a machine, grasp the plug part, not the wire.
15. Ask the teacher for more instructions when you are not sure how to do something.
16. Do not plug two machines into one outlet.
17. Know the location of the fire extinguisher and how to use it.
18. Know the location of the first aid kit.
19. Follow all instructions and safety precautions as given in class. If any questions arise, ask the instructor.
20. Report any faulty switches, faulty connections, frayed cords, or faulty or defective equipment to the instructor.
21. Unplug the machine before changing paper or supplies, or checking the interior of the machine.
22. Hands should be dry when working with electrical equipment.
23. Report exposed wiring, projecting objects, or unstable tables to the instructor.
24. Be able to recognize flammable, poisonous, and caustic materials and the dangers of each. Know what these terms mean.
25. Keep cleaning rags in closed metal containers.
26. Replace all caps or lids on bottles or cans and fasten securely.

Safety Tests

General Safety rules must be set up to cover most hazardous conditions in the classroom, and should be provided at the start of the new school year following orientation. Specific rules for each type of equipment should be sufficient in number to cover all situations. A safety test should be given following a lesson, and the students should score 100% on each test. The tests should be kept on file for the protection of the teacher in the event of an accident, to affirm that the student knew the safety rules. Safety rules should be integrated into every test to reinforce the rules studied. A unit on Classroom Safety is provided in the ODP Core Curriculum, Volume I, with objectives, information sheets, job sheets, transparency masters, and a test. This unit may be used along with other supplemental material in teaching and testing the student on classroom safety.

Safety Permits

Safety Instruction Form. All students should be required to fill out and sign student record forms on safety instructions as a bonding agreement of their safety responsibilities. This form lets the students know that safety rules must be followed in all classroom activities, and is kept in each student's personal file. An example of a form that may be used is found on page 75.

Parental Permit Form. Parents should be notified when a student is assigned to the ODP classroom, the type of equipment to be used, and the nature of the work in which the class will be involved. An example of a form that may be used is found on page 77 and requires the signature of both the parents and student.

Emergency Medical Treatment. When a student is working with hazardous equipment or traveling, there may arise a need for a doctor. An Emergency Medical Treatment form should be completed by each student at the beginning of the new school year and kept on file in the student's personal files. An example of a form that may be used is found on page 79.

Travel Permit Form. Each time students are required to travel, written consent should be obtained from the parents in advance of the trip. The form on page 81 is a typical form used for any trips.

STUDENT RECORD ON SAFETY INSTRUCTION

Date_____

I have carefully read and have had explained to me the general classroom rules covering the regulations and rules relative to safety and proper conduct in the ODP classroom; also, I have had instruction in the care, adjustment, operation, and safety relative to the machines used in the ODP classroom.

_____
Student Signature

This is to certify that _____ has passed an examination in the use of machines and is permitted to operate them at his/her own risk.

Pupils will not be allowed to use the classroom equipment unless they possess one of these forms, duly signed by the instructor. Neglecting to follow the rules pertaining to the operation of the equipment will result in this form being withdrawn.

_____
Instructor's Signature

PARENTAL CONSENT TO OPERATE EQUIPMENT AND STUDENT SAFETY PLEDGE

_____ has my consent to operate the following power equipment in the Office Duplication Practices classroom, under the supervision of the instructor in charge. (Cross out the name of any equipment you do not wish your child to operate.)

Stencil Duplicator
Fluid Duplicator
Offset Duplicator
Electronic Calculator
Electric Typewriter
Folding Machine
Offset Plate Maker
Power Stapler
Paper Collator
Electrostatic Copier
Stencil Maker
Paper Drill
Puncher and Binder
Jogger
Vari Font
Electric Paper Cutter

Date_____ _____
Parent or Guardian Signature

I hereby promise sincerely to observe all safety rules set up in the ODP classroom. Furthermore, I will try to protect others from hazard and accidents, and if necessary, will call to the attention of the instructor any violation of the safety rules.

_____
Student Signature

EMERGENCY MEDICAL TREATMENT FORM

NAME OF STUDENT _____

HOME ADDRESS _____

PARENT'S HOME TELEPHONE _____ OFFICE TELEPHONE _____

PHYSICIAN'S NAME _____ TELEPHONE _____

PHYSICIAN' ADDRESS _____

In the case of an accident or serious illness and if the school is unable to contact me, I hereby authorize the school to take my child to the physician indicated. If it is impossible to contact the physician named, I hereby authorize the school to take my child to the nearest hospital authorized by the Board of Health.

Date _____ _____

Parent or Guardian Signature

TRAVEL PERMIT FORM

We have discussed the trip to _____ for _____ (organization) with _____ (student) and have given permission for him/her to attend this meeting and to participate in the activities involved. We understand that you will leave on _____ (date) at approximately _____ (time) and will return by _____ (date and time).

_____ has assured us that he/she will conduct himself/herself in such a way that credit will be reflected upon the school and the organization he/she represents. He/She will dress neatly and appropriately for the occasion.

It is understood, of course, that these students will be chaperoned both en route and while at the meeting, and that normal precautions will be taken in the interest of their safety and well-being. We agree that the sponsors and chaperones will not be held responsible for any accident or misfortune which might occur in connection with this function, and grant permission for medical treatment if necessary.

You may be assured that _____ is being permitted to make this trip with our full consent.

Date _____

_____
Parent or Guardian Signature

Chapter VIII
YOUTH LEADERSHIP ORGANIZATION

The goal of Office Duplication Practices is broader than just preparing the student for an occupation. In addition to learning how to earn a living, students need to learn how to live satisfying, meaningful lives. This can be provided through participation in Vocational Office Careers Clubs of Texas (VOCCT) which provides opportunities for students to develop leadership abilities and citizenship by:

- Contributing to the student's sense of accomplishment and pride
- Providing students an opportunity to learn to work together
- Giving students an opportunity to learn from the teacher on an individual basis
- Providing examples which help students to develop their own moral and ethical standards
- Learning to carry through on their own ideas and plans and accepting responsibilities

Motivating Students to Participate

Many students do not voluntarily pursue membership in vocational youth organizations and by law cannot be required to join. As a teacher, it will be your responsibility to make students aware of and to encourage participation in VOCCT. Several ways to make them aware of the program and to motivate them to participate is to:

- Involve them in activities that will bring obvious and immediate rewards
- Spend time in class describing the functions and activities of the organization
- Inform the parents of the purposes and value of the organization
- Convey a positive attitude towards the organization, use students that project a positive attitude and interest in the organization to motivate the students
- Integrate the activities and principles of the organization into the classroom and laboratory experiences

Leadership

The advisor should keep in mind at all times that the VOCCT Chapter is a youth organization, and should provide advice and

assistance only. Students need opportunities for leadership roles and active participation at all levels. The students should be encouraged to run for and to hold offices in the organization. The chapter should maintain a full slate of officers and work through student committees to plan school and community activities. The procedures for conducting meetings provided in the VOCCT Youth Leadership Handbook should be followed so that students will have the learning opportunity of self-government through actual practice.

Encourage participation in such activities and competitions as the following:

- School-community projects
- Student recognition ceremonies
- Public relations
- Competitive events
- School beautification projects
- School bulletin boards
- School stores
- Lunchroom cleanup projects
- Anti-litter campaigns
- Walk-a-thons
- Bike-a-thons
- Civic organization projects
- Entertainment for the elderly
- Assistance in training centers for retarded youth and adults
- School and community improvement projects
- Open-house tea for faculty, administration and parents
- Christmas parade

Many of these projects bring about instant recognition and continued reinforcement to participants.

Competitive events provide opportunities for students to increase skills that are valuable in the job market, and they should be encouraged to participate and be rewarded by some form of recognition.

Rewarding Student Achievement

Students should be rewarded and motivated by recognition of their efforts and achievements in VOCCT. Recognize outstanding chapter members, students who have shown improvement, and achievements in particular skills.

Awards and certificates may be purchased through the VOCCT State Advisor or through a local office supply dealer.

Dues

See VOCCT Youth Leadership Handbook.

VOCCT, Contest Guidelines, and Handbooks are available from the Occupational Curriculum Laboratory at East Texas State University, Commerce, Texas.

Fund Raising

Financing chapter activities and events is an immediate problem the advisor and chapter members must face at the beginning of each

year. A proposed budget should be outlined and established at the start of the school year, with a calendar of proposed activities and events. Any fund-raising projects should be planned so that they will not conflict with other types of chapter projects.

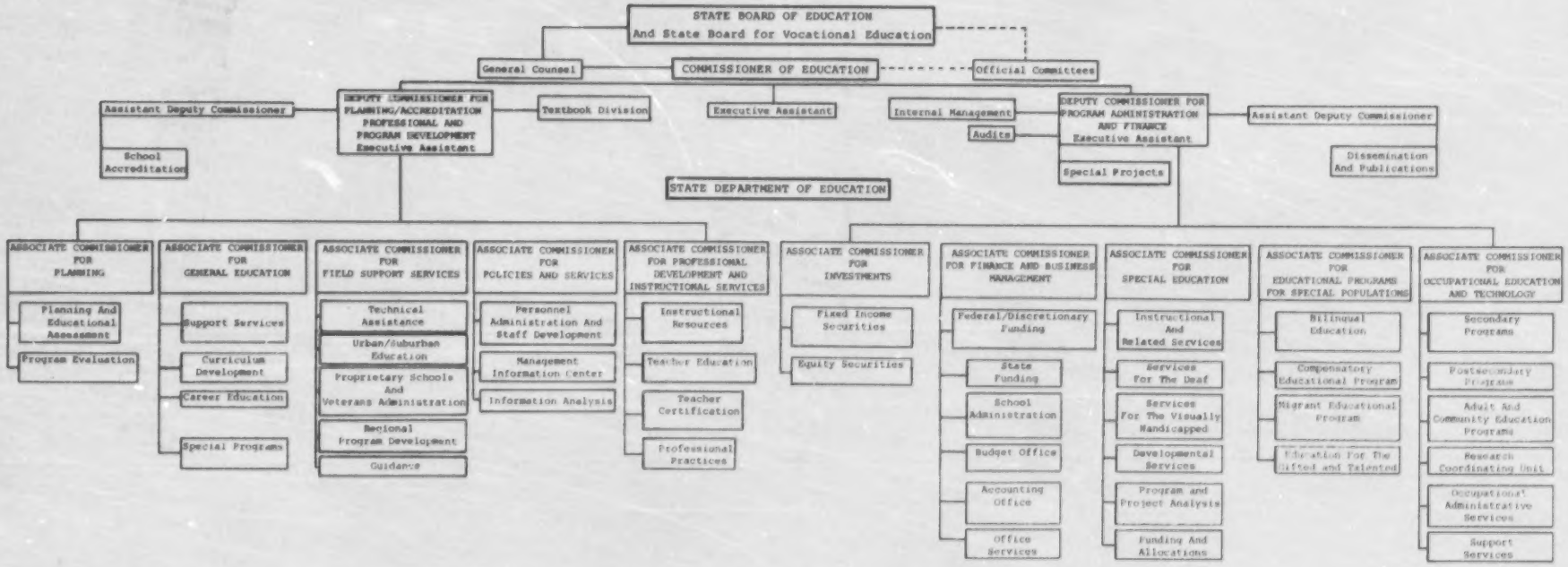
Some fund-raising projects that may be considered are:

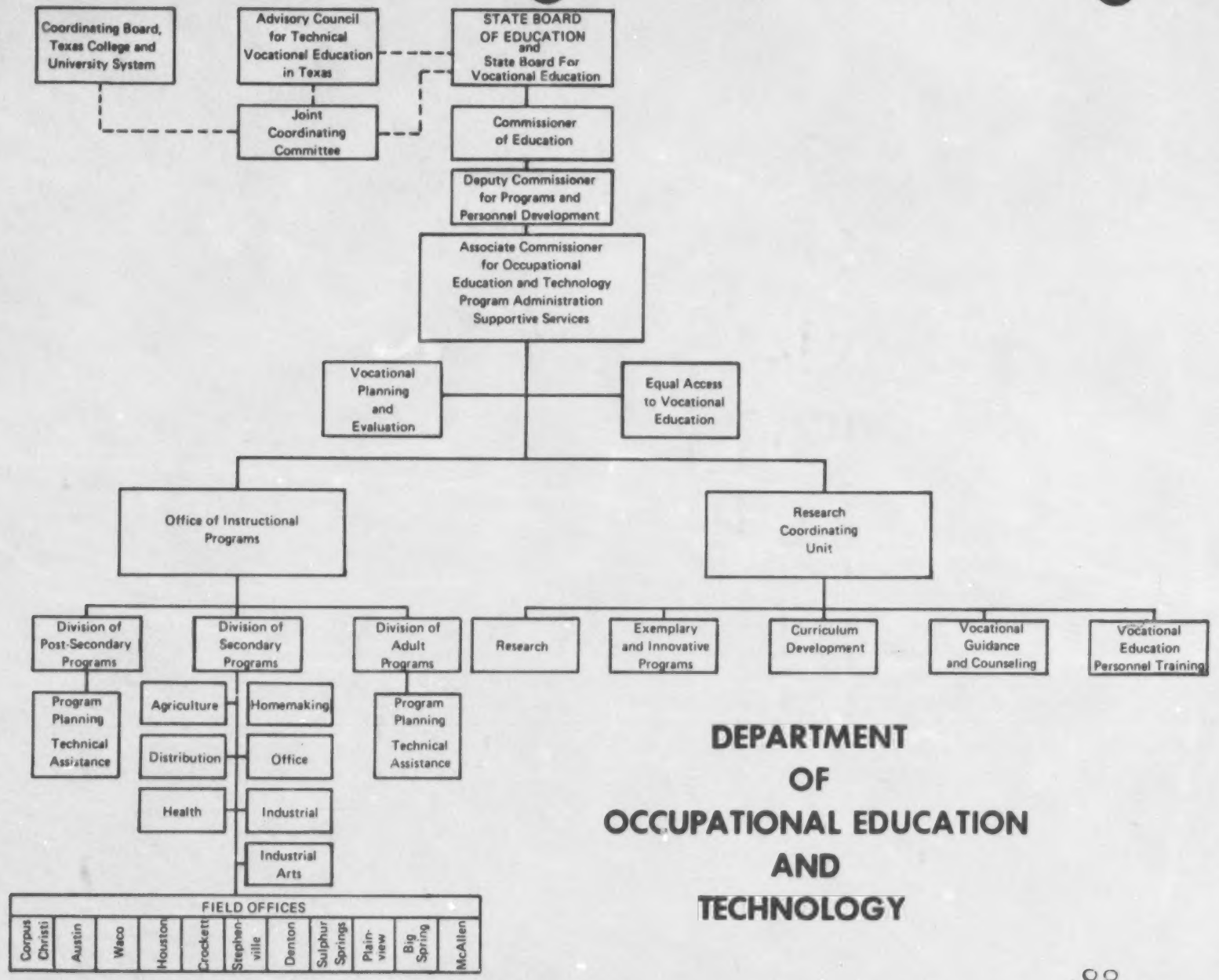
Duplicating materials for teachers
Car washes
Bake sales
Student projects, such as coloring books, cookbooks, calendars, personalized stationery and note pads, greeting cards, school handbooks
Dinners
Concession stands
Candy sales
Talent shows
Fashion shows
Homecoming mum sales
Garage sales
Odd job hire-out service
Babysitting

APPENDIXES

APPENDIX A

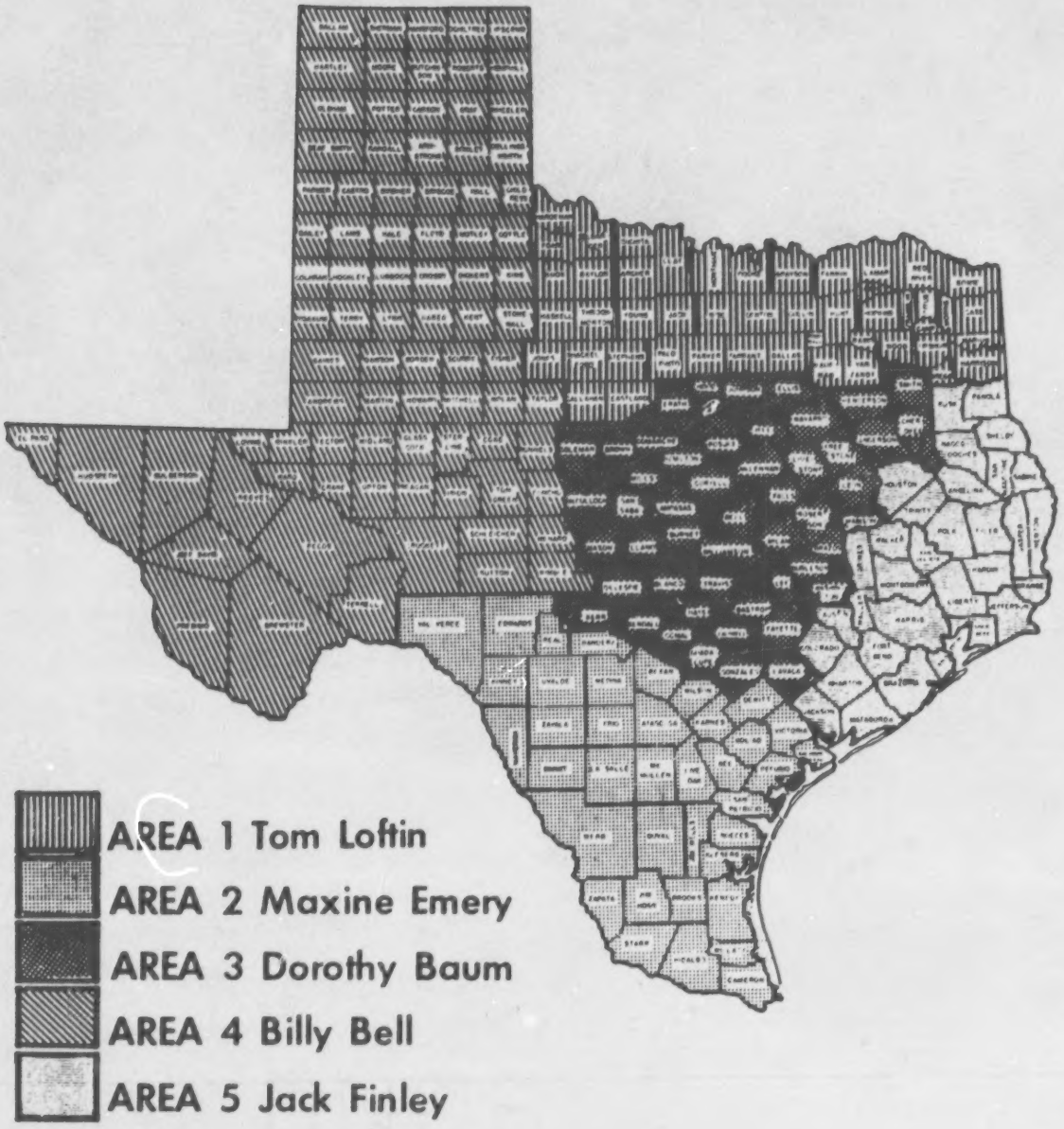
TEXAS EDUCATION AGENCY





DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

VOE SERVICE AREAS



PROGRAM STANDARDS

Objectives of the Program

CVAE in Office Duplication Practices is designed for students with special learning needs. The program is for in-school youth possessing academic, socioeconomic, or other disadvantages which prevent them from succeeding in traditional educational endeavors. The program includes vocational instruction that provides opportunities of achieving a salable vocational skill and modified academic instruction that provides basic knowledge in the fields of mathematics, science, English, and social studies. The dual phase approach enables students enrolled to reach maximum personal development, including employment potential, within their ability in the shortest possible time. The program must be supported by a specialized guidance and counseling program.

CVAE in Office Duplication Practices is designed for the following purposes:

To provide students with vocational education preparing them for gainful employment in jobs requiring semi-skilled knowledge and training

To prepare students, when feasible, for entry into a regular high school vocational program preparing for gainful employment

To provide students with an academic curriculum, that departs from traditional content and methods of teaching, at a level where students can succeed.

Approved Courses, Grade Placement, Credits, and Prerequisites

1. SEMESTER UNIT PLAN (80-minute periods)

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisites and Other Information
CVAE in Office Duplication Practices	7-8	2 consecutive class periods each day	14 years of age during school year
	9-12	3 units for 480 clock hours of classroom and laboratory instruction per year	

2. QUARTER UNIT PLAN (55-Minute periods)

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisites and Other Information
CVAE in Office Duplication Practices	7-8	2 consecutive class periods daily 6 quarters, 320 clock hours of classroom and laboratory instruction per year	14 years of age during school year

All Office Duplication Practices courses must operate for three consecutive quarters whether under the quarter unit plan or the semester unit plan.

STUDENT SELECTION

Students enrolled in grades seven through twelve who meet the specific requirements listed below are eligible for entrance into this program:

1. The results of counseling indicate students can profit from participation in the program.
2. Students must be academically behind one or more years in grade level.
3. Students must be at least 14 years of age during school year.

Eligible students usually have one or more of the following characteristics:

1. They are often low- or under-achievers, disadvantaged academically because of low scholastic ability and/or lack of educational and cultural advantages. They are retarded by one or more grades and are potential dropouts.
2. They are at a disadvantage with other students because of low reading ability, lack of verbal fluency, creativity, and ability to think abstractly. Have short attention span, and/or slowness of learning, and low level ability in oral and written communications.
3. They are often disinterested in school and feel their teachers neither accept nor understand them. Their attendance in school is irregular.

4. They frequently have no personal goals, lack a sense of purpose, self-confidence, and often develop a negative self-image. Due to a lack of opportunity for them at home or in the immediate neighborhood to acquaint themselves with a way of life different from their own or with persons in occupations of higher status than those with whom they associate, they may not be motivated to attend school or to desire something better. Standards of the family and neighborhood may discourage them from aspiring to a higher level of achievement or way of life.

5. They are normal or above normal in potential ability to achieve satisfactorily in school but have failed courses for various reasons such as dislike of teachers and school, poor attitudes, poor study habits, laziness, poor reading ability, or lack of guidance and counseling.

6. They are frequently members of families of low income or long-time recipients of welfare payment or other subsistence. Often children from these families lack money or adequate clothing, food, or participation in school activities requiring incidental expenses. These conditions contribute to feelings of insecurity and hopelessness, resulting in under-achievement in school.

Approvable Class Schedules and Teacher Load

Approvable daily schedules for full Office Duplication Practices teacher units are listed below. These schedules show the maximum number of classes and the minimum number of conference periods which may be assigned to a teacher.

1. SEMESTER UNIT PLAN (80-minute periods)

5 Class Periods per Day

1 CVAE Office Duplication Practices Unit	2 CVAE-ODP classes (2 periods each) 1 conference period

2. QUARTER PLAN (55-minute periods)

6 Class Periods per Day

1 CVAE Office Duplication Practices Unit	2 CVAE-ODP classes (2 periods each) 2 conference periods

7 Class Periods per Day

1 CVAE Office Duplication Practices Unit	2 CVAE-ODP classes (2 periods each) 3 conference periods

or

2 CVAE-ODP classes (2 periods each)
1 study hall
2 conference periods

3. QUARTER UNIT PLAN--GRADES 7-8 (45-minute periods)

7 Class Periods per Day

1 CVAE Office Duplication Practices Unit

2 CVAE-ODP classes (2 periods each)
3 conference periods

or

2 CVAE-ODP classes (2 periods each)
1 study hall
2 conference periods

The enrollment in each laboratory class is limited to 15 students.

When more than one Office Duplication Practices class is offered, students should be scheduled in a beginning or advanced class according to their previous enrollment in Office Duplication Practices.

Office Duplication Practices students will receive classroom instruction and laboratory experiences for two consecutive periods five days per week. Any schedule other than one listed above must have prior approval of the Director of Public School Occupational Programs, Texas Education Agency.

The teacher's schedule for the year must include provision for time to participate in local inservice education workshops and in workshops provided by the Texas Education Agency for vocational education personnel.

Approvable Program

The approvable program for Office Duplication Practices in grades 7-12 includes instruction in the office service occupation areas of typist/duplicator-operator, messenger clerk, stock clerk, file clerk, adding/calculating machine operator, etc.

Facilities

Facilities shall provide for both classroom instruction and laboratory experiences. The classroom should contain approximately 900 square feet to accommodate a maximum of 15 students. Tables and chairs provided for students should allow for individual or group work. In addition, a teacher's desk, filing cabinet, bulletin board, chalk board, and storage for instructional materials and teaching aids should be provided.

For additional information regarding laboratory space requirements and arrangements, you may contact the Texas Education Agency Vocational Office Education Area Consultant serving your school.

Approval of proposed facilities by Vocational Office Education staff is required before unit allocation may be made.

Equipment, Supplies, and Instructional Materials

The school shall provide the type, quality, and quantity of equipment, supplies and instructional aids needed by the teacher and the students for the occupational area being taught. Equipment for the program will meet or exceed the current recommended Equipment List distributed by this Division. All CVAE-Office Duplication classes will be conducted in a fully equipped classroom. CVAE-Office Duplication classroom equipment purchased with assistance from Federal funds may not be used for other classes.

The school shall provide books, reference and instructional materials, and audiovisual media which will help students acquire the knowledge and skills necessary for successful employment in the area of office service occupations for which training is being provided. Equipment and supplies shall be maintained and updated on an annual basis.

A minimum of $15 per student shall be provided by the school for operation of the program for the first year. For each succeeding year of the program, $10 per student shall be provided. The amount is over and above the state operating funds received for each vocational teacher unit.

Qualifications of Teachers

There are two ways a teacher may qualify to teach CVAE in Office Duplication Practices.

1. Be a graduate of a college or university with two or more years of recent wage-earning experience in one or more of the occupational areas to be taught and shall have completed seven semester hours of specified professional teacher education courses prior to beginning the second year of teaching and shall have completed seven additional semester hours prior to beginning the third year of teaching.

2. Be a high school graduate with five or more years of recent wage-earning experience in one or more of the occupational areas to be taught and shall have completed seven semester hours of specified professional teacher education courses prior to beginning the second year of teaching and shall have completed seven additional semester hours prior to beginning the third year of teaching.

All teachers will have completed the orientation course for beginning teachers and other professional programs conducted by the Texas Education Agency in annual summer workshops.

Program Planning

CVAE in Office Duplication Practices is conducted through classroom instruction and laboratory experiences based on the office services occupations being taught. The curriculum shall be planned to include a variety of experiences which allow for the maximum development of the student.

Course Content

Students will receive individual and group instruction directly related to the office services occupations for which they are being trained. Emphasis will be placed on realistic job analysis of the occupation and on cooperative planning for sequential experiences aimed toward competence in job performance. Field trips, demonstrations, laboratory experiences, and specific project assignments will be used to help students gain knowledge and skills in accepted procedures and operations in the office services occupations being taught.

During a portion of the class time, students shall receive group instruction which will help them adjust to employment conditions, and develop proper attitudes toward school, employment, social and civic responsibilities. Classroom instruction and laboratory experiences shall include the latest information and skills essential in developing entry level competencies in the office services occupations for which training is being conducted.

APPENDIX B

(Person Submitting Article) (Date)

(Title or Position) FOR IMMEDIATE RELEASE

Office Duplication Practices

_____ (School)

(City) (State)

(Telephone)

Subject: Guest speaker for Office Duplication Practices Class

"Self-satisfaction may be found through gainful employment," _____ said in an address to the Office Duplication Practices Class at _____ School.

Jones, president of XYZ Corporation, illustrated his/her remarks with a film showing people at work in various office occupations.

In addition to finding self-satisfaction in a job, a person earns a living and achieves a measure of success at the same time, Jones continued. He/she further explained that planning one's future increases the possibility of success more than "just letting things happen."

After conducting a question-and-answer session, Jones said, "Plan ahead and make your education really count."

(Sample News Release)

(Person Submitting Article) (Date)

(Title of Position) FOR IMMEDIATE RELEASE

Office Duplication Practices

(Name of School)

(City) (State)

(Telephone)

Story: Office Duplication Practices Teacher Attends Summer School

(Name of teacher), who will teach Office Duplication Practices at _____ School this fall, has completed the first six weeks of summer school at (Name of University) in preparation for the new position.

Each Office Duplication Practices teacher is required to complete 12 semester hours of specialized training in order to receive a permanent vocational certificate from the Texas Education Agency.

(Sample News Release)

(Person Submitting Article) (Date)

(Title of Position) FOR IMMEDIATE RELEASE

Office Duplication Practices

_____ (School)

(City) (State)

(Telephone)

Story: Tour of _____

Office Duplication Practices students at _____ have a better idea about _____ after a recent study tour of the _____building at _____ and _____ streets.

Of special interest to the students as they toured the building was (some phase of office occupations--something like a new type of equipment).

It is through such activities as this tour that students are learning about various office occupations in the world of work, _____, Office Duplication Practices teacher at _____ said.

(Sample News Release)

Sample Letter To A Prospective Resource Person or Place

_____ (School)

_____ (Name of City and State)

_____ (Date)

_____ (Resource Person's Name)

_____ (Address)

_____ (City and State)

Dear _____ (Name) _____:

I am teaching Office Duplication Practices in _____ School. The areas of instruction for the students are: _____ _____ They are investigating the various office careers that interest them. The objectives of this class include providing students the opportunity to develop an appreciation of work values, responsibilities, and skills.

I am preparing a community resource file on individuals and companies who would like to send representatives to visit our classroom to discuss their occupations, or who will allow our students to visit their places of work.

I would appreciate your participation in Office Duplication Practices. The information you send in the enclosed questionnaire will become a part of our community resources file. Thank you for your cooperation.

Sincerely,

_____ (Name)

_____ (Title or Position)

Enclosure

_____ (School)

(Name of City and State)

(Date)

(Resource Person's Name)

(Address)

(City and State)

Dear (Name):

Thank you for participating in our Office Duplication Practices program. The students enjoyed hearing about your work because it gives them a realistic application of what we are studying in class.

We appreciate the time you gave by providing this learning experience for our class.

Sincerely,

(Name)

(Title or Position)

(Sample Thank You Letter)

Name _____

Address _____

Phone _____

Company _____

Title of Position _____

Community or service activities _____

Hobbies _____

Would you be willing to:

Work with small groups of students on a project in the classroom? _____yes _____no

Have a student observe you on the job? _____yes _____no

Participate in a tour of the place you work? _____yes _____no

Help the teacher sponsor a field trip for students?

_____yes _____no

Talk to students about your occupation? _____yes _____no

(Sample Parent Questionnaire)

Company _____

Contact Person _____ Position _____

Address _____

Phone number _____

Resource person available to visit classroom: _____yes _____no

Name_____ Position _____ Phone _____

Interested _____ Not Interested _____

Maximum number of students allowed _____ Not Interested_____

Approximate length of tour _____

Description of tour and occupations to be observed _____

_____

_____

_____

_____

(Sample Business Survey)

APPENDIX C

Name
Address
Date

Name
Address
City, State

Dear (Name):

You have been recommended for appointment to the (name of school) Advisory Committee for Office Duplication Practices.

The advisory committee consists of persons with occupational experiences, and their responsibility will be to furnish the teacher with information about occupational trends.

The committee may assist in establishing good public relations, an important factor in maintaining good rapport with the community.

We hope you can accept this appointment.

Sincerely,

(Name), Superintendent

(Sample Letter Recommending Appointment to Advisory Committee)

School Name
Address
Date

Name, Title
Name of Firm
Address
City, State

Dear (Name):

(Name of School) has an ongoing Office Duplication Practices program involving students in developing skills for entry-level positions in office occupations. It is essential that we have assistance in developing a program to meet the needs of the community. We are therefore organizing an advisory committee.

We invite you to serve on this committee because your experience in, and your record of service to the community's business and industry, will be of special benefit to the program.

Tentatively, we are planning four group meetings during the school year. However, the committee can make this decision during an organizational meeting at (hour) (date) in (place), (name of school). If you can attend, please sign and return the enclosed card.

Sincerely,

Name (Title)

(Sample Letter Inviting Nominee to Serve on Advisory Committee)

School Name
Address
Date

Name
Address
City, State

Dear (Name):

The school board welcomes you as a member of our advisory committee. Your appointment to serve a one-year term on the Advisory Committee for Office Duplication Practices was approved at last night's meeting.

Your experience in manufacturing and your interest in the school enable you to be a valuable member. Your contributions will aid both the school and the community.

We thank you for your interest and assistance to our school. We are certain that you will find this year's experience a gratifying one.

Sincerely,

Name
Chairperson
School Board Name

(Sample Letter Announcing Official Appointment to Advisory Committee)

3" X 5" Cards

Sample of Card Accepting or Rejecting Appointment to Serve

Office Duplication Practices

General Advisory Committee

_____ I will be able to accept the appointment.

_____ I will not be able to accept the appointment.

_____
(Signature)

_____
(Date)

Sample of Meeting Reply Card

Office Duplication Practices

General Advisory Committee

_____ Yes, I will attend the advisory committee meeting.

_____ No, I cannot attend the advisory committee meeting.

_____
(Signature)

_____
(Date)

(Samples of Self-Addressed, Stamped Reply Cards)

School Name
Address
Date

Name
Address
City, State

Dear (Name):

The Office Duplication Practices Advisory Committee meeting will be held at (hour) (date) in (room) (Name) School.

A copy of the agenda is enclosed. We look forward to seeing you on (date).

Sincerely,

(Name), Teacher
Office Duplication Practices

Enc.

(Sample Letter Announcing Advisory Committee Meeting)

Agenda Sample

Office Duplication Practices Advisory Committee

Date:

Time:

Place:

I. Welcome and remarks by chief school administrator

II. Introduction of committee members

III. Presentation of Office Duplication Practices objectives

IV. Explanation of role of committee in implementing program objectives

V. Tour of facilities

VI. Coffee break

VII. Election of officers

VIII. Assignment of duties and selection of next meeting date

IX. Questions and answers

X. Adjournment

A Suggested Checklist in Planning Advisory Committee Meetings

Guide for Chairperson

_____ 1. Understand what the committee is to do.

_____ 2. Analyze the committee's assignment(s) and consider tentative assignments for individual members.

_____ 3. Develop agenda before meeting, including members' suggestions.

_____ 4. Send each member, a week in advance, a copy of the agenda and any pertinent data to be considered as the basis for action of selected items.

_____ 5. Schedule meetings at times convenient to committee members.

_____ 6. Check facilities ahead of meeting.

A Suggested Checklist in Planning Advisory Committee Meetings

Guide for Committee Secretary

_____ 1. Plan agenda with chairperson.

_____ 2. Prepare a list of items to be presented.

_____ 3. Make reservations for meeting room(s).

_____ 4. Notify members of meeting date.

_____ 5. Mail copies of agenda to all committee members.

_____ 6. Prepare special reports, if needed.

_____ 7. Notify superintendent and include invitation to meeting.

_____ 8. Invite other members of school administration, teachers, consultants, and guests.

_____ 9. Check reservation for meeting room(s) a few days before meeting.

____ 10. Check on special equipment needed for meeting (e.g., overhead projector, filmstrip projector, etc.).

____ 11. Call members a few days before to remind them of meeting.

School Name
Address
Date

Name
Address
City, State

Dear (Name):

Thank you for your assistance this past year as a member of the Office Duplication Practices Advisory Committee at (Name) School. Several major accomplishments by our program can be attributed to the members of the advisory committee.

To give us the opportunity to show our appreciation for your services, we invite you to be our guest at the Annual Advisory Committee Dinner at (time) (day of week, date) at (place).

Sincerely,

(Name), Superintendent

RSVP

(Sample "Thank You" Letter to Advisory Committee Member)

Anywhere I.S.D.
Anytown, Texas

Ypon the recommendation of the faculty, the

Certificate of Appreciation

is hereby awarded to

in recognition for serving as an Advisory Committee Member in the Office Duplication Practices Program.

Instructor	Date
Principal	Superintendent

APPENDIX D

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